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**BANDIRMA ONYEDİ EYLÜL UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS**

Master's Thesis

**NEVER-ENDING UNEMPLOYMENT ISSUES IN
INDONESIA AND COMPARATIVE STUDY WITH
TURKIYE: LINK AND MATCH**

Nuurin Hafızha Sugian NOR

2215031006

Supervisor:

Assoc. Prof. Ufuk BİNGÖL

Bandırma 2024

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ETHICAL DECLARATION PAGE

TO

BANDIRMA ONYEDI EYLUL UNIVERSITY

INSTITUTE OF SOCIAL SCIENCIES

Upon this document, I declare that all the information in this thesis study have been obtained and presented on the base of the academic rules and ethical conduct. As required by these rules and conduct, I also declare that all the data, idea and results that do not belong to me have been fully cited and referenced (23/05/2024).

ABSTRACT

NEVER-ENDING UNEMPLOYMENT ISSUES IN INDONESIA AND COMPARATIVE STUDY WITH TURKIYE: LINK AND MATCH

Nuurin Hafizha Sugian NOR

Indonesia is experiencing a huge issue in terms of unemployment due to its massive land area and population. This issue threatens the country's economic prosperity and social stability. To solve this issue, this thesis suggests a qualitative research approach to analyze the topic of unemployment among Indonesian vocational school graduates. It also provides a comparative study of Turkey's educational system. The researcher seeks to give regulatory remedies to skill mismatch and unemployment. The methodology employed is a descriptive case study. To collect primary data, the writer surveyed 25 alumni from various generations across five Indonesian provinces. To reduce unemployment, vocational education can help design a curriculum that is relevant to the needs of the labour market, enforce laws for educational institutions and businesses, improve infrastructure support, provide professional training, and lower tuition. Companies can also benefit from integrating the current vocational education system, which increases competitiveness and lowers costs. Lastly, developing positive behaviours and focusing on self-awareness can help prevent unemployment by fostering an entrepreneurial mindset among the youth.

Keywords: Unemployment, Vocational High School, Education's System, Skill Mismatch, Indonesia, Turkiye

ÖZET

ENDONEZYA'DA BİTMİYEN İŞSİZLİK SORUNLARI VE TÜRKİYE İLE KARŞILAŞTIRMALI ÇALIŞMA: LINK AND MATCH

Nuurin Hafizha Sugian NOR

Endonezya, geniş arazi alanı ve nüfusu nedeniyle işsizlik açısından büyük bir sorun yaşıyor. Bu sorun ülkenin ekonomik refahını ve sosyal istikrarını tehdit etmektedir. Bu sorunu çözmek için bu tez, Endonezya'daki meslek okulu mezunları arasındaki işsizlik konusunu analiz etmek için nitel bir araştırma yaklaşımı önermektedir. Aynı zamanda Türkiye'nin eğitim sisteminin karşılaştırmalı bir incelemesini de sunmaktadır. Araştırmacı beceri uyumsuzluğuna ve işsizliğe düzenleyici çözümler sunmayı amaçlamaktadır. Kullanılan metodoloji betimsel bir vaka çalışmasıdır. Yazar, birincil verileri toplamak için Endonezya'nın beş eyaletinde farklı kuşaklardan 25 mezunla anket yaptı. İşsizliği azaltmak için mesleki eğitim, işgücü piyasasının ihtiyaçlarına uygun bir müfredat tasarlamaya, eğitim kurumları ve işletmeler için yasaları uygulamaya, altyapı desteğini iyileştirmeye, mesleki eğitim sağlamaya ve okul ücretlerini düşürmeye yardımcı olabilir. Şirketler ayrıca rekabet gücünü artıran ve maliyetleri düşüren mevcut mesleki eğitim sisteminin entegrasyonundan da yararlanabilir. Son olarak, olumlu davranışlar geliştirmek ve kişisel farkındalığa odaklanmak, gençler arasında girişimci zihniyeti teşvik ederek işsizliğin önlenmesine yardımcı olabilir.

Anahtar Kelimeler: İşsizlik, Meslek Lisesi, Eğitim Sistemi, Beceri Uyumsuzluğu, Endonezya, Türkiye

PREFACE

This thesis is submitted as a final requirement for the master's in economics degree. The research was conducted under the supervision of Assoc. Prof. Ufuk BİNGÖL from the Economics Faculty at Onyedi Eylül University, between May 2023 and May 2024.

First, I'd like to thank my supervisor, Assoc. Prof. Ufuk BİNGÖL, for his consistent advice and support during this thesis. Without his patience and encouragement, this thesis would not have been possible. Also, I would like to express my gratitude to all of my lecturers for their helpful and considerate behaviour during the courses, especially Assoc. Prof. Fatih AYHAN.

Last but not least, I want to express my heartfelt gratitude to my beloved family, especially my mother and father, for their unwavering support, encouragement, and motivation during the completion of this thesis. I am also immensely grateful for the continuous support and guidance provided by my friends, which have been essential to my thesis progress.

Nuurin Hafizha Sugian NOR

Bandırma – May 23, 2024

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ABBREVIATIONS

BLK	: Job Training Center
BPS	: Central Bureau of Statistics
DAPODIK	: Basic Education Data
DKI	: Special Capital Region
GDP	: Gross Domestik Product
HDI	: Human Development Index
ILO	: International Labour Organization
LIPI	: Indonesian Institute of Sciences
LSP	: Professional Certification Institute
MANOVA	: Multivariate Analysis of Variance
MOE	: Ministry of Education
MSME	: Micro, Small Medium Enterprise
NICA	: Netherlands Indies Civil Administration
PEPABRI	: Association of Retired and Warakawuri TNI and POLRI
PNS	: Civil Servant
POLRI	: National Police of the Republic of Indonesia
PP	: Government regulations
PSN	: National Strategic Project
PTDI	: PT Dirgantara Indonesia
SD	: Elementary school
SMA/K	: High/Vocational High School
SMKN	: Public Senior High School
SMP	: Junior High School
SMU	: Senior High School
SPAN	: National Aeronautics Vocational School
TKM	: Independent Workforce
TNI	: Indonesian National Army
TVET	: Technical and Vocational Education and Training

UAV : Unmanned Aircraft
VET : Vocational Education and Training
VTC : Vocational Training Center



INTRODUCTION

Indonesia is a thriving country with abundant natural resources and The largest economy in Southeast Asia (World Bank, 2022). However, uneven social life continues to be accurately portrayed in reality, unemployment is one example. According to many studies, unemployment is one of the most common problems in developing countries (Avinash Bhagwat, 1973), and Indonesia is a developing country with the largest economy in Southeast Asia, the fourth largest population in the world, and faces unemployment problems every year. Based on the theory, it is impossible to eliminate unemployment, yet it is very likely to reduce the unemployment rate. Indonesia has a large land area, comprising 38 provinces and 16.771 islands (Ministry of Maritime Affairs and Fisheries Indonesia, 2020) this is a challenge and it is not simply an issue in large cities where there is great rivalry for work chances; in suburbs and rural regions, there are relatively few career prospects, and those that are accessible are largely in traditional agriculture, it is also a problem. According to the Statistics of the Republic of Indonesia (BPS Indonesia), unemployment in Indonesia is expected to surpass 8 million people by the end of 2022 or from 3.8% in 2021 to 3.5% in 2022 (World Bank, 2022).

Statistics Indonesia noted that vocational school graduates contributed to the largest unemployment rate in the last eight years 2015-2022 which was in 2022 is 9.4%. This ratio has fallen from prior years, which averaged 10-13%, although it remains the highest when compared to those with other degrees of education. This is problematic since the primary purpose of SMK (Sekolah Menengah Kejuruan) or Vocational High Schools is to generate graduates who are prepared to work in the industrial environment. Nevertheless, unemployment has also happened as a result of other supportive circumstances. Many studies of it have been conducted, and many of the causes have been identified as a mismatch between individual skills and industry demands. The author will explore the causes and solutions to lower the unemployment rate among vocational school graduates, with the major focus of the problem being skills mismatch.

Readers will find a deeper understanding of skills mismatch in Chapter 1 regarding the basic theory of unemployment grouped based on its causes. The increasing

demands of the industrial world are not commensurate with the pace of development in the world of education, this phenomenon is often found in the field. According to a 2015 survey performed by the Demographic Institute of the University of Indonesia, the salary mismatch between job and education reached 53.33%, followed by a 60.52% mismatch between what the industry requires and the degree gained (Tentua & Winarko, 2020). From this data, it can be analyzed that more than half of the total workforce is not working under the skills they have from formal schooling.

Developments and improvements must be made to lower the unemployment rate caused by this skills mismatch because it not only damages individuals but also damages businesses, impeding the country's economic progress. Additionally, in several studies, this unemployment rate was caused by the crisis that Indonesia faced in the 90s (Saliman, 2005). The decline in productivity has caused many companies to lay off workers to ensure company effectiveness. On the other hand, In the formal education world, educational institutions continue to develop new workforces, therefore overall employment availability is not proportionate to the number of job searchers from old and new industries.

More and more, skill mismatch will be discussed more deeply such as types; the root of the problem; impact; and The solution also comparative study with a certification training system from the government in Turkiye which is expected to produce a draft regulation that can be implemented in Indonesia can be found on the follow up chapters. It can be seen from the data in figure 1 below, that the unemployment rate in Turkiye is indeed higher than in Indonesia. However, the comparative study in this thesis does not aim to find out which results are better or worse in percentage. Yet, the author's focus is on the government's educational training system which is free and easy to access in Turkiye, whether it can be implemented in Indonesia or not. These things also can be found in the discussion section of this thesis.

Further into the background of why researchers chose Turkiye as a basis for comparison with Indonesia, along with the cultural component, which is more or less the same because numerous believers of the Islamic religion, these two nations are developing countries classified as emerging countries. Other considerations include

abundant natural resources, a strategic geographic location, and a predominantly young population. Population expansion among youthful age groups causes these two countries to experience dynamic economic development; these countries have a high potential for a sustainable economy and increasing productivity. Given these parallels, also the Turkish education system is generally superior to Indonesia's, the author expects some ideas to be applied in Indonesia.

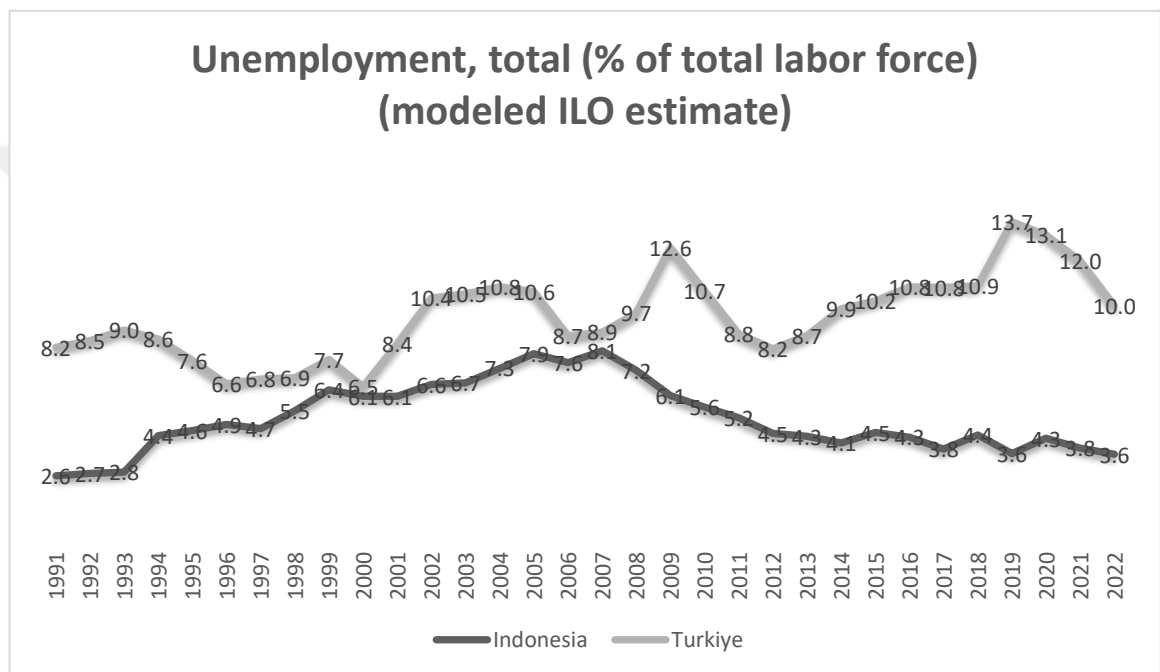


Figure 1. Percentage Unemployment of total labour force Turkiye-Indonesia

Source: World Bank

As mentioned above the author adds a comparison analysis with Turkey as a developing nation whose land is highly strategic and has a good training certification system from the government; as a consequence, it is hoped that appropriate laws will be implemented in Indonesia. Based on the above-stated, the following questions will be attempted to be answered through this thesis:

- 1) Is skill mismatch the biggest factor contributing to the unemployment rate of vocational school graduates?
- 2) Have the government's programs to overcome the problem of skill mismatch been maximally implemented?
- 3) Who is responsible for the increase in unemployment rates for vocational

school graduates?

- 4) What steps have been and will be taken to reduce structural unemployment?

By emphasizing a qualitative method that will concentrate on primary data such as past research (as previously indicated), and interviews. The writers also take on secondary data from the Indonesian Statistics Agency (BPS), the Turkish Statistics Agency, the World Bank, the International Monetary Fund, Government Reports and many more. Furthermore, the data comes from prior academics' research and publications, as well as reports from local and international authorities, allowing it to generate a thorough empirical analysis that can be utilized to develop more solid policy recommendations. More and more, it is intended that the research would be able to generate more complete research encompassing individuals, educational institutions, government, and the work industry, resulting in vocational school graduates with higher quality human resources and a lower unemployment rate among vocational school graduates. In other words, the long-term purpose of this research is to make sustainable investments for the country's economic stability; by lowering the unemployment rate, the country's economy will improve, and people's lives will be more prosperous and equitable. For the short-term goals are to analyze the process of developing unemployment rates caused by link and match among vocational school graduates; analyze improvement programs that have been carried out, from individuals to government institutions; and obtain a policy model that can be implemented in Indonesia based on data analysis, both previous research and case studies.

Lastly, The author will present five main chapters, including the Introduction, which contains the research subject, namely unemployment in Indonesia, particularly among vocational school graduates, followed by the questions that will be attempted to be answered through this thesis, and finally a brief mention of the method. The first chapter: Literature Review, contains the basic theory of unemployment and previous research. The second chapter: Methods, in the introduction chapter explains that data was obtained through surveys and interviews, in this section, the author will present samples of this data and other data needed in this thesis. In addition, Chapter three Discussion, there are various sub-chapters in this chapter, such as Unemployment in Indonesia;

System of Vocational High Schools in Indonesia; A Comparison Study with Turkiye; Turkey's Unemployment; and Certification for Training in Turkiye. The final chapter is the Conclusion, which will summarize the thesis discussion succinctly including the suggestions.



CHAPTER I

LITERATURE REVIEW

1. THEORY OF UNEMPLOYMENT

Prof. Sadono Sukirno, a professor and author of books in the field of economics in Indonesia stated that unemployment is a situation where a person is in the labour force and wants to get a job but has not yet gotten it. Meanwhile, according to the Indonesian Central Statistics Agency (BPS Indonesia), unemployment is classified as people who are looking for work or someone who is preparing a business or someone who is not looking for work because they have been accepted for work but have not yet started it.

More and more, unemployment is a topic that never ends up being discussed, not only by academics, this topic is a hot topic of discussion among the general public. There are many theories that explain unemployment, two of which are classical theory and contemporary theory. In this chapter, the concept of unemployment will be explained from several academic views, and then things that cause unemployment including the link and match as the main focus of this thesis, so that a clear depiction of the area is obtained.

1.1 Classical Theories

Classical economic theory, popular in the 18th to 19th centuries, shows that the economy is regulated by a free market mechanism so that labour will continue to be fully utilised. In this theory, intervention from the government or regulations only burdens market mechanisms, in consequence, the problem of unemployment can also be solved in a free market if there is no intervention such as a minimum wage or job creation program. In short, this theory determines unemployment by a mismatch between wage levels and labour supply and demand. If wages fall and there is excess supply or excessive labour demand and high wages, there will be an imbalance (a surplus in labour supply). Here are some views of classical theory.

1.1.1 The Malthusian Perspective

Malthusianism is an economic theory put forward by an English economist and demographer named Tomas Malthus. In the early decades of the 19th century, England was hit by a major industrial crisis, causing widespread unemployment. This was like Malt's opinion regarding market glut or oversupply that often occurred at that time or in the future. Unfortunately, Ricardo, one of the famous economists at that time, denied this opinion. Malt is best known for his population theory and Keynes stated that if Malt's theories of economics could become popular then the world would be better off today.

Malt Theory does not specifically discuss concepts about economics, one of which is that it explains the concept of effective demand. It is explained that excess supply occurs due to ineffective demand. In this concept, when demand is higher than supply, prices will increase so that profits will be greater. So it is concluded that if the aggregate supply is greater than the population, profits will be smaller, and then if the supply is smaller than the population, profits will be high. This concept could explain a little about unemployment and then Malt also developed a general theory of employment, another famous theory from him is population growth.

According to Malt, overpopulation or an overabundance of human resources might result in direct unemployment concerns. Malthus assumed in his writings on population that population growth must be directly proportional to food availability, which means that this theory emphasizes the balance between population growth and the availability of primary human needs, which is then related to environmental capacity and human willingness to survive, one of which is work.

1.1.2 The Classical School Of Economics

Adam Smith, David Ricardo and John Stuart Mill are very popular economists in classical economic thought. As previously mentioned, classical economic theory emphasises the importance of free markets, individual institutions and a lack of intervention from the government. In other words, the economic system flows freely, such as prices and wages adjusting according to time (Barro, 1983). This is very unstable because wages depend on whether the economic situation is good or bad, meaning that

classical economics gives a portrait that the economy will improve and adjust from its system.

In the classical view, unemployment is a temporary phase of fluctuation in the economic system that arises due to a mismatch between job skills and job opportunities. With this, there is a concept of labour market balance, this concept helps balance the desires of workers and employers or companies because naturally workers want to work if the wages they receive are high and employers will choose to hire at lower wages. See below Figure 2 Equilibrium in a competitive market occurs when the wage (w^*) meets the number of workers (E^*) which has been adjusted to supply (S) and demand (D). It can be seen if the employer makes a profit at triangles P and Q for the profits obtained by workers, the total of these two triangles will maximize profits from trade transactions.

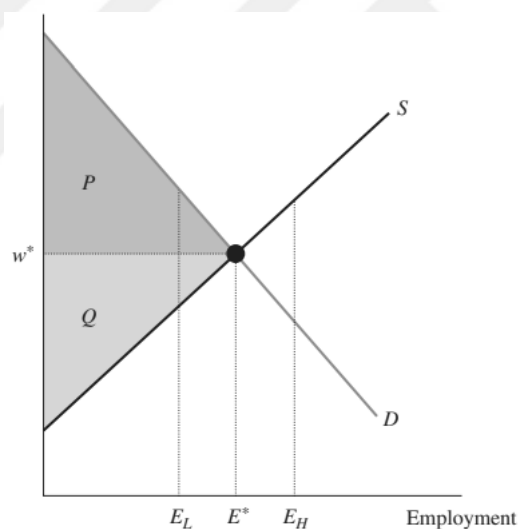


Figure 2. Competitive Labor Market Equilibrium

Source: Harvard University

The theory above has been explained in a competitive labour market, whereas an uncompetitive market such as a monopsonist (non-discriminatory) will employ fewer workers than needed in a competitive market or can employ many people but still pay wages within the market range for a monopoly.

Discussing further classical theory, there are several other assumptions regarding unemployment, one of which is that wages, price flexibility and money wages are directly proportional to real wages and have a direct relationship. Based on this assumption, if there is unemployment, in general wages can be cut to maximize the economy. In more detail this assumption, if wages are cut, production costs will decrease, and product prices will also be lower. If the price of the product is lower then demand will increase which can then increase sales so that more labor is needed so full employment is achieved.

Next is capital accumulation, in contrast to Malthus, Adam Smith's view that capital accumulation will increase productivity thereby opening up more job opportunities and increasing wages. Assuming that population growth is directly proportional to the demand for labour. In the short term, Malthus has the same view, but in the long term, this is different because of diminishing returns, consequently, population control is needed. Not only that, their thoughts about saving or investing are also inversely proportional. When Malthus thought that investment allocation from capitalists would not be directly towards food production, instead investment would be allocated to manufacturing. From this assumption, he stated that population growth should not mean that the allocation of resources that produce food is low. So when there is a lot of demand, prices will rise and for people with low incomes, it will be difficult to get food. Meanwhile, Smith thinks that capitalists can allocate investment in the fields they choose so that they can contribute highly to the country.

On the other hand, Ricardo believes that economic growth is in line with capital accumulation and can increase the need for work. By increasing population and maximizing land productivity, wages can rise and mechanization can support increased individual productivity. However, there are further assumptions regarding Ricardo's thinking which became known as Marxian Theory which will be discussed in the next subchapter.

The classic economic science that cannot be left behind is Say's law, he was a famous 19th-century economist from France named Jean-Baptiste Say. His most famous law is "Supply creates its own demand" which means that when there is production there will be income whose value is equal to the value of production so that in a balanced position,

supply (unemployment) will create demand or job creation. From this thinking, it means that unemployment is increasing not because of demand but because of factors other than demand such as structural and frictional issues in the labour market and then this is related to supply factors, such as insufficient skills; Education level and others.

1.1.3 The Marxian Perspective

Karl Marx wrote many of his works even though his life was not smooth because of deportation from one country to another. Marx did not fully discuss unemployment, but in his work on *Das Kapital*, he talked about the constant change in the working population becoming unemployed or not fully employed. The Marxist concept of unemployment in more detail is the army reserves in capitalism. It is of the view that machines have replaced humans in working and if the machines cannot be used then capitalist reserves can be used.

It is common knowledge that capitalism is an economic system that is currently very popular, a system that provides complete freedom to control economic activities. In capitalism, work is related to a person's productivity, as long as a person wants to be productive then there is no such thing as unemployment. In other words, as long as people are still active in producing capital then this cannot be said to be unemployment because in capitalism there is no such thing as unemployment.

1.2 Contemporary Theories

When discussing unemployment, it is essentially not easy to measure it directly and there are often too many theories, making thinking about unemployment difficult to understand. Along with the development of science and many academics studying the causes and implications of unemployment, there is a modern theory regarding unemployment which will be discussed in the sub-chapter below.

1.2.1 Keynesian Economics

In contrast to the classical economic view which assumes that government movements only intervene in the market, a British economist named John Maynard Keynes, who popularised the theory of the relationship between the economy and inflation and employment, assumes that the government has an important role for the

country and can help the country get out of economic difficulties. This idea was caused by the great global economic depression at that time. In his book *The General Theory of Employment, Interest, and Money* in 1936, he stated that the relationship between inflation and unemployment was inversely proportional and He also advised the government to use fiscal policy to achieve balance between these two variables. At that time the unemployment rate was quite high because the available resources were cheap (including human resources with low wages) as a result, the economy's production was low. In previous theories, economists always assumed that investors or producers would take advantage of this to produce large output and the balance would return by itself. Nonetheless, many countries' economic numbers could not be rebuilt over time.

In this sluggish economic situation, Keynes thought that the only party that could change the situation was the government. The government was advised to stimulate aggregate demand, the main goal of this was government expenditure in improving people's purchasing power so that there would be a demand which could move producers to carry out the production process and then absorb labour. Finally, the unemployment rate would fall, and investors would be less hesitant to invest again. Aside from the Keynesian Economy, the government thinks that the private sector has a role to play in balancing aggregate government in terms of collaboration and that changes in aggregate demand have a significant influence on employment circumstances in the short term. Fiscal and monetary policy are crucial factors in this theory for the economic management system to avoid setbacks and minimize the unemployment rate.

1.2.2 Institutional Economics

Economists continue to develop ideas about the world of economics, one of the contemporary theories is institutional economics which was popularly developed in the 90s. This theory developed by bringing new views, especially to the wider community, and in policy-making, this theory rejects the thinking of classical economics which does not consider cultural values in economic activities. Economists think that institutions are an important factor in economic development, this theory exists to modify the assumptions of neo-classical theory and old institutional economics pioneered by Thorstein B. Veblen the Godfather of institutional economics and his students, he stated

that institutions are the ways people think and behave so that they may channel their thoughts and actions into the society to accomplish something (Veblen, 1899). Additionally, according to the famous economist Douglas C. North, institutions are boundaries for each individual to carry out harmonious political, social and economic interactions (North, 1990).

Based on its form, North divides institutions into formal and informal forms, formal institutions are such laws; agreements; economic regulations and other regulations. Meanwhile, culture; Traditions and the things that exist in the general community unwritten are classified as informal institutions. More and more, in the book *Institutional Economics* by Wolfgang Kasper and Manfred Streit, institutions are divided into external and internal categories (1998). External institutions are institutions that were formed because they were deliberately created so that the resulting products (regulations) can be used for certain communities. In contrast, internal institutions are institutions that grow naturally in community life, including their traditional values.

In the *Journal of Politics, Institutions, and Institutional Change* in 1993 Gary D. Libecap cited North's opinion that institutions can have an influence on individual economic decisions because a regulation or institutional decision can affect production costs; investment; trade and other matters in economic transactions. Consequently, the institutional system is very important in economic activities, economic activities can be more productive, legal agreements between individuals are more secure and other matters concerning the security and comfort of society. With security in economic activities and encouragement to increase productivity, it is hoped that economic growth can be sustainable and in other words, whether an institution is good or bad will have an impact on society, the better the institution plays its role, the better the economic growth will be.

One of the economic variables of growth is the unemployment rate, which if related to institutional economic theory plays a very important role because the products of institutions can be the main factor in how good or bad the condition of unemployment is in a country. Regulations such as minimum wages for workers, protection systems and others not only affect workers, these things also have an impact on entrepreneurs so that they are willing or not to provide jobs. The formal sector is also very dependent on how

an institution regulates the structural labour market consequently it can achieve a balance between demand and supply of labour.

One more product that can overcome the problem of unemployment according to this theory is labour market deregulation, the aim is to reduce barriers to economic activity and if carried out regularly, it is hoped that this regulation can create a competitive market at home and abroad. However, if it is not done carefully or if it lacks planning, deregulation will negatively impact the business world, such as reducing quality; lack of social protection; and an unhealthy workforce environment. Lastly, another product regulators can implement apart from the social protection system is a vocational training program that guarantees job opportunities afterwards. Apart from reducing the unemployment rate, this program can also improve the quality of work.

1.2.3 Monetarism and Rational Expectations

Milton Friedman, an American economist best known for his monetarist theory, believes that unemployment occurs because monetary policy is ineffective. In a nutshell, monetarism is a macroeconomic theory that holds that the government may increase economic stability by controlling money circulation. In general, there are economic elements that impact this development, and one of them is employment. This theoretical viewpoint holds that the rate of development of money circulation has an effect on both short-term and long-term inflation.

Monetarism and its relationship to unemployment has been mentioned previously and this theory is related to the circulation of money. Changes in the amount of money in circulation are believed to have a direct impact and can be used to forecast economic circumstances. If there is an excessive amount of money in circulation, it can cause inflation, but the opposite situation can cause deflation. According to Friedman, inflation is always present everywhere, but deflation also has effects such as dropping commodity prices, which leads producer supply to decline. Apart from that, deflation is rarely consistent and predictable in practice. This decline may have an impact on aggregate demand, causing income to fall and unemployment to rise.

According to this idea, it is highly recommended that the monetary authority should advocate monetary policies that can stabilize the circulation of money and decrease interest rates to stimulate aggregate demand. Because low interest rates stimulate higher investment, consumption, and exports, and decrease borrowing costs. Therefore, productivity is expected to increase and the availability of employment opportunities will also increase simultaneously.

On the other hand, experts from the rational expectations theory, which was developed in the 1970s and one of whom was Robert Lucas, an American economist, assume that rational expectations are a theory that derives from assumptions about the future based on all available information. This theory holds that unemployment occurs as a result of a mismatch in expectations between workers and employers; in other words, humans have aspirations for the future based on past and current information as well as economic realities. This theory assumes that under general conditions the labor market will always be in equilibrium and unemployment will be at its natural level.

The emphasis in these two theories is on individual expectations of the future economic environment, and how each individual assesses their future behaviors if regulations change. On the one hand, rational expectations theory must be considered in order to achieve monetary policy efficacy. Monetary authorities must also communicate well and transparently with the public in order to shape the expectations of each individual in the direction desired by policymakers.

2. ROOT OF UNEMPLOYMENT PROBLEM

Many factors cause unemployment to increase, and because of the complexity and variety of the reasons, dealing with this problem necessitates expertise in many fields, including economics, society and politics. Apart from that, with current technological developments, competition is no longer just about skills obtained when receiving formal education, whilst people must compete with technological advancements. More and more, the upheaval in job competition at home and abroad is due to globalization. Then the factor that is most often found is a mismatch between the education and skills possessed by prospective workers and the wishes of employers. This unemployment is

usually known as structural unemployment which will be discussed in more depth in the next subchapter, including cyclical and frictional unemployment.

2.1 Structural Unemployment

With a shift in the economic structure, a type of structural unemployment emerges, this is an economic symptom resulting from the economic growth of a country, in other words, an increase in the standard of living of its people. In general, the transition in economic sector patterns begins with agriculture, then transfers to industry, and finally to the service sector. Each of these changes has an impact on the world labour market, structural unemployment occurs because certain skills and jobs have been replaced by technological advances (machines) and more factors.

Technological developments and broader competition, like as globalization, are factors that contribute to structural unemployment, with more demands from the world of work, this causes a mismatch between fast-moving progress in the job industry and inferior skills possessed by job seekers. The number of structural unemployment can be reduced by improving the education or training system of the government. The government can then relocate jobless people or offer additional incentives to job producers in regions with significant structural unemployment.

Due to the dynamics of the labour market, this type of unemployment has a longer period than the other two types (frictional and cyclical), such as changes in wages, population growth and numbers of the labour force and job seekers. Very rapid changes are not commensurate with the skill level and education of the workforce as a result, the economic situation worsens. Additionally, as previously mentioned, progress in the work industry is growing rapidly and global integration as well as technology mean that job seekers are increasingly not meeting the qualification requirements of this era.

This problem affects not just freshly hired workers, but also employers who must provide retraining or further training to enhance workers' ability to meet industry standards. Even the distribution of economic growth influences a person's ability to find work; if a certain location does not have development in its work industry, jobs will be difficult to locate. As an outcome, the implications of structural unemployment are not

only a decline in individual welfare monetarily, but also psychologically, which will ultimately restrict social involvement or deepen social inequality.

2.2 Cyclical Unemployment

Economic conditions are experiencing a significant decline over a long period of time and slow growth in business expansion, causing obstacles to the expansion of employment opportunities or an increase in cyclical unemployment. In the book *Measuring Business Cycles* by Arthur Burns and Wesley Mitchell in 1946, analyzing business turnover for the first time, it is now widely known that there are several stages in the economic cycle, such as Peaks; Recession/Contraction; Trough and Recovery/Expansion.

Peaks phase, this stage is the highest phase in the economic cycle, what occurs in this condition is high inflationary pressure because the economic situation has reached its maximum limit or in other words consumer demand for goods and services is very high and if this condition is left unchecked then hyperinflation will occur. This condition also directs the economy towards a contrast phase if consumer behaviour is aggressive. In the peak phase, employment is full or there is unemployment, but the natural level or unemployment rate is at 2-3%, which is the lowest percentage of unemployment. This is also explained in the Philips Curve which states that the lower unemployment, the higher inflation (not in aggressive conditions).

Contraction phase, this phase occurs if the inflation moderation process driven by the government is less effective. Even though inflation is decreasing, the unemployment rate is increasing, apart from that there are several things that cause this phase to occur, such as tighter monetary policy; there is a policy of reducing state expenditure by increasing taxes (fiscal contraction), increasing real wages and production costs as well as a decline in the global economy and asset prices which are also experiencing a decline. Policymakers must strive for economic recovery by implementing expansionary policies and if this goes well it can increase aggregate demand to stimulate economic growth.

More and more, the Through phase which is the greatest point of the unemployment rate owing to slow economic activity, resulting in huge layoffs. Then the income of

business people is still below positive figures due to weak production demand. The government has a very important role in each phase of the economy. The alternative that can be done is to reduce tax rates, interest rates and mandatory reserve ratios and the government must increase spending.

The final phase in this economic cycle is the expansion phase, where there are two parts, specifically, recovery and boom. On the one hand, the unemployment rate remains high during the recovery period, but real GDP is progressively increasing, which is accompanied by a decrease in the inflation rate. On the other hand, during the boom stage, GDP will be at its peak, but inflation will rise as well, and labour absorption will slow somewhat but remain positive in order to achieve its natural level. This circumstance makes it difficult for firms to locate qualified employees. Lastly, these conditions are driven by increased short-term aggregate supply.

2.3 Frictional Unemployment

Frictional Unemployment is categorized as active job seekers who have just entered the workforce but have not yet found a suitable job opportunity or someone who is actively looking for work for a better situation. There are many factors that add to this increasingly unfavourable situation, one of which is the uneven distribution of information (asymmetric information) which then makes the period required for job seekers longer or ineffective. Aside from that, geographical location influences the high percentage of frictional unemployment, making it harder for job searchers to obtain work prospects beyond their immediate region.

This unemployment is transitory, and if individuals can make excellent use of their time, such as boosting their self-worth in numerous disciplines or especially in the job they want, they will enhance their chances of finding a job that meets their needs more quickly and to a larger extent. However, if an individual does not develop themselves during this time period, it is obvious that finding work will be more difficult because, in addition to looking for a job that matches their abilities, the individual will be competing with new graduates who are always available every year.

It cannot be denied that unemployment causes financial and mental stress if the period lasts for a long time, in many cases, the options for joining the workforce will also be reduced. If the level of frictional unemployment increases, the level of productivity will decrease which will then slow down economic growth and on a larger scale the dynamics of the labour market will make it difficult to compete at the international level. Government intervention, in this case, is needed, it has already been highlighted that the elements which drive this sort of unemployment. Thus, increasing transportation infrastructure and equal distribution of knowledge can significantly assist in minimising the amount of people experiencing this type of unemployment. Additionally, extra training and professional development programs that are required by the workplace might be introduced.

3. SKILLS MISMATCH

Further, this sub-chapter will discuss the theoretical basis for skills mismatch, according to an article published by the International Labour Organization (ILO), a skills mismatch occurs when job providers and job seekers have distinct sets of qualifications. This issue happens as a result of a number of complicated factors, therefore the solution involves not simply individuals along with educational or training institutions, in addition to the involvement of businesses or labour market organizations.

3.1 Horizontal Skills Mismatch

It should be understood that there are several types of skill mismatch, such as horizontal skill mismatch; vertical skill mismatch; skills gaps; skills shortage; obsolescence skills; and over/under skilling. At first glance, all these types of incompatibility are the same but different, let's understand them one by one. Starting with Horizontal skills mismatch is a mismatch of skills where the main focus of the problem is on the specific skills required by a job.

With dynamic world developments, it is necessary to align the world of education with the needs of the labour market. A lot of times, the educational team skips over the specific abilities that individuals require to prepare for the world of work, consequently, the knowledge gained is not applicable to the world of work. Communication must be

established between employers and educators, in this case, educators are not only obliged to deliver material according to the curriculum but ongoing research is needed to keep them updated with the state of the industrial world.

Another factor in horizontal skill mismatch is technology, again humans are competing with contemporary developments. As job seekers or workers who cannot keep up with the times, they will gradually be eliminated because competition is getting tougher in this digital era. To boost the Company's effectiveness and productivity, it will continuously transform in order to maximize its business and revenue. Companies would value candidates for employment and employees who always want to grow together over those who merely make things challenging for the company as a whole.

The last factor is globalization; good businesses will grow into the international arena, demanding the recruitment of specialized skills such as knowledge of diverse foreign languages. Each person needs time to learn a foreign language, which varies and is surely not a simple task, therefore communication with educational institutions is essential. On the one hand, individuals can prepare carefully while undergoing education and institutions can improve their quality with qualified graduates so that many are absorbed in the world of work. On the other hand, companies will gain advantages from fulfilling their goals without investing any extra costs or time.

3.2 Vertical Skills Mismatch

The basic concept of vertical skill mismatch is the same as horizontal, that is the gap between the abilities carried and the role occupied. The difference with horizontal skills mismatch is the education and skills gap which is the barometer for workers' wages. In other words, if a job requires qualifications of only a high school graduate and can be paid at the level of a high school graduate but there are applicants who all have a bachelor's degree, the job recipient will recruit workers with a bachelor's degree. On the other hand, for horizontal skill mismatch, the same educational level qualifications but working in different fields, such as aviation graduates working in the banking sector.

Studying this gap is important for policymakers, by understanding this gap individuals and organizations will continue to follow market trends thus that they can contribute to

stabilizing and accelerating economic growth. Things that influence vertical skill mismatch include partiality; lack of regeneration; recession; lack of career guidance; lack of institutional and company cooperation; globalization and technology.

The dynamics of global change have repeatedly become a factor in skills mismatch; globalization and technological considerations are unable to be avoided; in this circumstance, job seekers or workers must continue to study to update their abilities in accordance with the needs of the labour market. If this fails, the individual will be left behind, which means he/she will be unable to advance in his/her career based on his degree of education. Despite the fact that educational institutions normally give academic learning, individuals must be proactive in finding additional information that will help them improve their personal quality in order to compete in the job market based on their education level.

In vertical skill mismatch, good communication or cooperation between policymakers, educational institutions and companies is really needed so that what is needed by the labour market can be prepared by educational institutions, and bridged by government policy. If this is done well, educational institutions can provide workers who suit the company's needs and it will not be difficult for the company to innovate; regenerate and expand. Social and economic factors such as discrimination and recession can also be prevented or reduce the possibility of their occurrence, furthermore, when the economy is sluggish, companies do not need to spend additional costs on additional training activities because candidates or workers already have it.

3.3 Skill Gap

The skills gap in the ILO reference is the kind or degree of talent differing from what is needed to do the job well. With such a lack, all parties will be disadvantaged; work will take longer, reducing productivity and causing companies and workers to lose funds. This will drive employers to hunt for new, more productive workers, resulting in the loss of other individuals' jobs. In contrast to someone who is just about to enter the world of work, the education system plays a very important role here because one of the factors that causes the skills gap is rapid technological progress.

Technological developments have occurred massively in the last decade, many education systems cannot keep up with developments in the industrial world. The goals of educational institutions often collide with the needs of the work industry, this selfishness then harms students. Other than that, variables such as educational quality and limited access to education may contribute to the potential skills gap. For instance, someone who lives in a village or remote area will find it difficult to have a quality of education that is equivalent to the quality of education in urban areas even though the school has the same status (state school). Then lacking the economy; it's unfortunate that someone from the lower middle class struggles to compete not only for a good education but also for a job.

The skills gap can be overcome with several things such as investment in education and training from the government; institutions; Companies or individuals. An alternative strategy involves forming partnerships or collaborations based on the demands of the job market as well as the ambitions of each individual for long-term self-improvement and adaptability. Lastly, the most important thing is the government's involvement in making policies that benefit both parties so that the possibility of system fraud will be eliminated and the national economy will also improve.

3.4 Skill Shortage

The next type of mismatch is skill shortage, this occurs when a skill is in high demand, yet there is a shortage of qualified individuals. According to several sources, employment needs are changing rapidly thus skills shortages are coming to the light. An example of this factor is if someone receives education or training for 12-36 months, the curriculum implemented by educational institutions often cannot be changed quickly to suit job requirements, so this causes prospective workers to face delays or lack of skills when looking for work and this usually happens in the IT sector.

Furthermore, there are demographic changes. As time goes by, age continues to increase, and more and more graduates make the competition for jobs increasingly tighter. On the one hand, workers who are older and are in their comfort zone are generally reluctant to develop their potential and keep up with the times, so when looking for a new job, these individuals will experience difficulties. On the other hand, the accumulation of

job seekers in the old year and graduates in the new year is increasing, someone who has just graduated from training or school does not have the work experience required by the job market, resulting in a skills shortage.

To overcome this skills shortage, a holistic cooperation movement is needed, all parties must take a multisector approach. Communication and Cooperation with Educational Institutions; regulators and companies are very necessary, apart from that, the company must also retain potential or skilled workers or prospective workers by providing promising offers to individuals such as good salary offers; bonuses; benefits and opportunities for future career development. In addition, the company must promote a good, competitive work environment culture that helps employees feel comfortable in the office.

3.5 Skill Obsolescence

The method by which employees' abilities become outdated is the next type of skills mismatch, Skill obsolescence is directly linked to technological advancements and globalization, digitalization and the global trend of working anywhere and anyone is an example of these factors. Furthermore, the changing nature and role of work can also be a factor in skill obsolescence, an example of this factor is automation. Many traditional industries are now increasingly being eliminated due to the increasing use of machines, traditional workers would lose their jobs because they are replaced by machines and the demand for individuals who have mastered technical skills is more needed.

This skill obsolescence creates a challenging situation for companies. Companies will enhance productivity to increase profits, making it harder for companies to spend alone in the face of transformations in the industry. Employers are under increasing pressure to replace workers with tools, lay off or replace individuals whose skills are no longer relevant and provide severance pay in order to enhance productivity. However, this can be costly for the business if it means incurring additional fees for additional training as well. In the end, all parties need to discuss and collaborate in resolving this problem thus that there are benefits for all parties and reducing unemployment in the national interest.

3.6 Over/Under Skilling

The last type of skills mismatch is Over/Under Skilling. Overskilling occurs when a worker believes they have more abilities than needed for their present job, while underskilling occurs when a worker believes their existing talents do not satisfy workplace demands. It can be said that this type of skills mismatch is a collection of factors that occur from all types of skills mismatch, technological changes; lack of collaboration between institutions and differences in training programs obtained. These things have very detrimental consequences not only personally but at the overall national level.

Furthermore, if someone has overskilling but what is available is not suitable then the individual will continue to take the job on the basis of meeting economic needs, yet there will be dissatisfaction in his/her career path which will then spread to other negative things such as lack of productivity or not wanting to develop because he/she has been in the comfort zone. This is different from under-skilled people who have limited skills and will look for or work in jobs with low wages to meet important daily work needs, again and again for economic reasons. Undoubtedly, nothing is more vital than everybody being involved in developing education that meets the needs of the modern industry. It is of the utmost importance to remember that the government must be able to develop a curriculum that is quick to adapt to the labour market in order to minimize unemployment and enhance economic growth.

4. PREVIOUS LITERATURE OF LINK AND MATCH

Avinash Bhagwat (1973), a senior economist and one of the researcher in International Monetary Fund (IMF), conducted research on the world of employment in developing countries and found that there were three main aspects of the problem, that is population growth which was faster than employment, then the moderation of income differences between urban and rural areas and low labour productivity. Policy-makers must pay attention to these things if they want to reduce unemployment.

John Cornwall (1981), stated that the attitude of job seekers also contributed to the increase in the unemployment rate. In detail, he said that the skills that had been provided

by the employer then there was a wage cut so that the worker dropped out of the work contract was one of the bad attitudes and increased the number of unemployed.

Pardjono (1989), the classic problem of unemployment is due to an imbalance in economic growth and education. The policy of holding training in the form of courses and job training institutions has greatly reduced the unemployment rate more quickly because that is what the industry needs.

Surya Ayomi (2014) in one of his literature studies states that one of the causes of the increase in unemployment is a lack of aggregate demand, including in this case the mismatch of workers' skills with industry needs. Some of the suggested policy implications are that the traditional agricultural economic sector is currently unable to overcome poverty and unemployment, so there must be subsidies related to technology and post-harvest handling improvements.

Peter Cappelli (2014) stated in his paper that the U.S. workforce lacks a significant skills gap or skills shortage, as evidence suggests that the average worker and potential worker receive more education than their current job requires. This mismatch may result from other companies' recruitment practices, such as hiring skilled interns from large employers or not teaching job-based skills through apprenticeship-like arrangements.

Titik Handayani (2015), one of the researchers at the LIPI Indonesia Population Research Center, found that the population structure in Indonesia is currently more dominant at productive age or working age which can benefit the economy. However, Indonesia still has a shortage of skilled workers and an excess of unskilled workers. With this gap, there must be implementation in the education and training system that synergies with the world of work.

Stéphane Mahuteau et al. (2015) concluded in the research journal "Horizontal and Vertical Educational Mismatch and Wages" with three other researchers that in Australia, vertical mismatch may lower wages for men, and both vertical and horizontal types have a negative impact on female workers. As consequently, it is critical to select employment that are appropriate for the individual's education level in order to achieve wage equality.

Ba'dillatifa (2016), according to statistics in 2012 there were 7,072,897 unemployed people out of a total of 120 million people in the workforce, one of the biggest causes of unemployment is due to the mismatch of skills and expertise possessed by job seekers. Therefore the researchers suggest some encouragement for the government, one of which is to encourage the tertiary sector to be developed so that it can absorb quite a lot of the workforce. Researchers also provide specific suggestions for each major island in Indonesia, for example, the island of Kalimantan which is not yet developed in the primary (Agriculture and Mining) and secondary (manufacturing industry; Electricity, Gas, Water; Building) sectors and must be developed.

Ahmad Soleh (2017) analyzes problems related to the workforce and provides policy recommendations that are grouped based on their objectives, such as increasing the competence and productivity of the workforce. Policies that can be implemented are cross-sectoral standardization and certification. Other policy recommendations include improving the quality of placement services and workforce empowerment by developing micro-credit for small and medium enterprises; integrating labour market information systems and protecting prospective workers.

Seamus McGuinness et al. (2017), in an International Labour Organization study titled "How Useful is the Concept of Skills Mismatch?" It was concluded that analyzing the many various types of skill mismatches is an important examination, particularly for policymakers. Recognizing each type of mismatch may be helpful in the development of policies to lower unemployment rates caused by skill mismatches.

Robert Palmer (2017) stated in the research he published that, despite studies based on skills mismatch analysis, it is continuing to be challenging to locate an upward trend in lowering unemployment, particularly in the non-formal sector. Despite the fact that two-thirds, or over 90%, of young people labour in informal jobs, more analysis based on more reliable data is required.

Melline, Sofie et al. (2018), this journal was specifically created to study journals that focus on skills and job mismatches, a total of approximately 354 scientific journals from around the world have been reviewed. The results of most studies state that there must be improvements in the world of education in order to have the skills needed by the industry.

However, the actual formal education that individuals obtain would overlap with training and experience from the workplace. Nevertheless, it is hoped that the education sector can be improved so that it has an effective impact on all parties.

Oktaviana Prayudhani (2020), through the employment journal of the Republic of Indonesia, states that the qualification mismatch in Indonesia is entering an alarming level because more than 50% of workers overwork according to their competence. Then 35.48% work under their expertise, this is done because of weak bargaining power and oversupply in the labour market. For this reason, the government has implemented ways to minimize this mismatch, such as improving the world of education so that it is more suitable for the world of work through apprenticeships.

Ernawaty and Dwini (2021), based on empirical research that the age group 25-29 years experience over-education and generally high school graduates experience horizontal mismatch. Consequently, from this discrepancy, many workers get wages below what they should be, in the long term this can reduce the quality and productivity of the human resources themselves which then slows down economic growth, Yet still the government is gradually improving the curriculum of education.

Davin Ewaldo et al. (2022), argue that policies for unemployment in pandemic conditions such as financial assistance; credit loan relaxation policy; and job training for people affected by lay-offs a good steps for the government to tackle unemployment. It was concluded that unemployment occurred due to the weakening of the economic activity cycle, including inflation.

5. PREVIOUS LITERATURE OF VOCATIONAL SCHOOL OF TURKIYE

Ali and Hasan (1997), in their research, stated that the Vocational schools in Turkiye struggle with curriculum development due to outmoded competencies and a centralized educational system. Additionally, industry representatives play an important role in assessing needs, encouraging collaboration, and developing teachers' professional skills. Despite the hurdles, schools actively participate in curriculum creation, with beneficial consequences for teachers, students, and industry representatives. Yet, obstacles include sluggish bureaucratic processes, a lack of financial and professional incentives, and

unique compensation structures. Improved MOE (the Ministry of Education) structure and administrative philosophy are critical for successful vocational curriculum development.

Aysit Tansel (1999), In the study she performed, observed that the incomes obtained by graduates of regular high schools (SMA) and vocational high schools (SMK) in Turkey vary by gender. Male vocational school graduates earn more than high school graduates, while this is not true for female graduates. The unemployment rate for vocational school graduates is lower compared to the rate of high school graduates, implying that vocational school graduates have a better chance of absorbing the workforce than high school graduates.

Hasan and Ali (2000), their paper evaluates the Turkish vocational education system and investigates administrative and organizational practices from the perspectives of school administrators, teachers, and industrial managers. Therefore, the findings are Turkey's vocational education system has a top-down bureaucracy that limits innovation, this includes opportunities for professional development in the school environment. Apart from that, it is difficult to collaborate with the industrial world due to bureaucracy plus the lack of knowledge and interest of companies in collaborating with vocational schools because they only pay attention to profit, which is very unfortunate.

David and Antony (2001), In one of The World Bank's publications, explain the complexities of the Turkish education and training system. Turkiye's topography and governmental system are quite diverse, with a top-down administrative structure, making it difficult to respond rapidly to changes or problems at the regional level. Even though, obtained the statistics well, it is not enough due to Turkey's educational institutional structure being more complex. One of the challenges in Turkish education is the unequal distribution of students between urban and rural areas. This also encourages directors of institutions to interact with the industrial world, yet initiative is sometimes missing in rural areas, compounded by the Ministry's lack of attention to the necessary curriculum.

Insan Tunali (2003), based on the results that were published in a research journal, raising the productivity of the Turkish workforce is necessary in order to compete on the international stage. This is reflected in the obligatory schooling system, which spans five,

eight, and twelve years. In accordance with data from the 1980s and 1990s, vocational schools were tremendously popular since their graduates were in high demand in the labour force. The construction of vocational schools is one solution to the problem of reducing unemployment, but more concrete evidence is required.

Oktay C. Adiguzel and Cigdem S. Cardak (2009), students in vocational institutions encounter educational obstacles, notably in the field of computer technology and programming. The curriculum is predominantly focused on theoretical courses, with 69% allotted to them and 31% to applied courses. Students are primarily interested in software-related courses, with 60% pursuing a software speciality. The curriculum considerably impacts students' educational processes, including worries regarding education quality, internship insufficiency, limited areas of speciality, and issues of a terrible environment and insufficient opportunities. Students consider that the short length of school is inadequate for motivation and development and that the curriculum does not fully reflect current advancements. Furthermore, students claim insufficient supervision, aid in selecting internships, and discrepancies between their jobs and academic subjects. The curriculum also lacks proper summative assessments and provides a poor learning environment, emphasizing the need for self-development.

Hamza Çınar et al. (2009), conducted investigations into teaching teams for vocational and technical education institutions, with the results that effectiveness needs to be strengthened in order to survive the phase of globalization and compete successfully not just in Asia and Europe. Vocational programs for teacher education must be further assessed with accreditation, as in other countries, to ensure that they correspond to the vocation being taught and generate students who are highly absorbent in the workplace.

Ergin Bulut (2010), Turkey is witnessing a transformation in education, with institutions becoming commercial firms to attract corporate investment. This trend is motivated by the desire for legitimacy and adaptability in education. However, this selection process encourages a meritocratic worldview, which results in a loss of autonomy and democratic freedom. Furthermore, it ignores the significance of basic social requirements such as food, healthcare, and transportation. This modernization paradigm ignores students' histories and tales, impeding the nation's progress.

Gurcan Atakok et al. (2013), in their research about student preferences for vocational schools in Turkey, concluded that the choice of school could be influenced by the family's socioeconomic situation with more than half of the participants reporting a lower middle income. More and more, students have determined or hope to have more career opportunities when they enter vocational school and the decision to attend vocational school is based on their own will rather than input from others or family.

Oktay Emir (2013), in his journal titled "The Effect Of Training On Vocational High School Students In Their Professional Development," identifies three key factors for student development so that they can compete after graduation: a balance of theoretical and practical knowledge, as well as mastery of foreign languages. These three factors must be supported by employer-provided curriculum and job requests, as well as fair cooperation and a positive mindset in order to generate effective training. Government assistance is also required in this scenario to strengthen both parties. Company support for graduates pursuing training is also required to increase public interest in the school.

Esma Çolak and Defne Kaya (2013), carried out research utilizing MANOVA data analysis to investigate vocational school students' learning preferences, and the results revealed that memorizing was the fastest learning strategy. This deserves special emphasis considering the goal of SMK is to develop critical thinking, practical skills, and problem-solving talents. Aside from that, based on these findings, it can be concluded that students have a tendency to utilize this strategy to obtain high marks without in-depth comprehension, thus educators must provide complete instruction rather than simply issuing a grade.

Lütfiye Dahil et al. (2014), With the dynamism and competitiveness of job markets, graduates of Technical Education Institutions at that time need to have qualifying skills that must be constantly updated. As a result, educational institutions must have programs that give excellent education to their students. This must be coordinated with individual preferences, the social environment, and the country's economy. In this research, solutions were presented that fit the current problem situations. Additionally, issues in the structuring of vocational training and education institutions have been identified, such as the quality of training required by the world of work not being reached; one solution was

to partner with firms to ensure that institutions understand what the world of work required. Another issue identified by the general public is the assumption that vocational school graduates lack skills, which leads to a decrease in students' self-confidence; hence, training is required to improve not only their skills but also their mental. Finally, there were problems on the teacher's side; there are red lines from previous problems, such as a lack of teacher quality, which results in negative student attitudes toward teachers, consequently, this should be addressed by implementing teacher training and evaluation system every five years to ensure the quality of each teacher.

Abdurrahman et al (2014), The provision of programs taught in vocational high schools is critical before the students enter the workforce. Rapid technological advancements do not keep pace with the growth of vocational schools, resulting in disappointment when students reach the workforce. This misalignment results in a lack of integration of technology innovations and vocational education, as well as a lack of collaboration between industry and vocational schools, all of which add homework that must be considered. According to the findings of the research, access to knowledge and a lack of infrastructure in schools were barriers to the development of students' skills. Teacher training was also missing, adding to the list of issues that arose in the vocational sector. Aside from current technology, educational institutions must balance theoretical and practical learning to ensure that vocational school graduates are better equipped to enter the workforce.

Yigit Aydede and Benan Zeki Orbay (2016), In the paper titled "Comparison of Economic Benefits of University and Vocational High School Education among Different Majors in Turkey," a labour force analysis survey was conducted from 2009 to 2012, with the findings of three main things, one of which is that the unemployment rate is higher among women while the average wage is higher for men. Additionally, graduates with university diplomas are often valued higher than vocational high school graduates.

Ayşe Alniaçık et al (2018), analysis was based on gender in vocational education in Turkey and the information received from selected respondents revealed three main findings: school selection was based on curriculum, conventions, and job chances for women. The second finding is that there is social prejudice that is biased against women's

transition from school to the workplace. Finally, women who graduate from vocational schools are more likely to return home to be housewives and caregivers for children. The curriculum used in women's special vocational schools, as well as prevailing norms, contribute to these limited prospects.

Mahmut Ozer (2019), In his research on VET (Vocational Education and Training), discovered that the difficulties at the institution are common across other countries. Vocational schools are frequently chosen as a backup alternative for students who have a low academic level; nevertheless, this is inconsistent with industry expectations that VET graduates are of high quality. In addition to this, the government published a new strategy called Education Vision 2023, which aims to improve the quality of education and graduates in the hopes that graduates will be well absorbed by the job market as a result of program adjustments that stress more academic and general abilities.

Mahmut Özer (2020), VET or Vocational Education and Training is a type of education that is currently unappealing to high-achieving students due to its restricted opportunities, particularly for students who wish to continue their education. VET is heavily focused on the labour market, while the government views this as solely an education issue, ignoring other purposes. A comprehensive approach must be taken to strengthen the education system and promote synchronization of the world of work, particularly during the COVID-19 pandemic, which necessitates quality human resources in the academic field who are capable of adapting to technological advancements and the global world.

Ahmet and Nurten (2020), despite Turkey's reforms in regard to the field of TVET (Technical and vocational education and training) institutions, the students choose to attend public secondary schools. This is because the quality of skills is still insufficient, thus the system (policy) must be enhanced on both the teacher and student sides, as well as broadening collaboration.

Mahmut Özer (2021), presented in detail the ways that the Türkiye Ministry of National Education is carrying out changes to improve the quality of VET (Vocational Education and Training); in the short term, the program has been executed and has generated a favourable trend in enhancing student skills. The government launched “the

1000 Schools Project in Vocational Education and Training”, which aims to close the gap by providing help to all parties involved, from the student's school environment to the student's home environment.



CHAPTER 2

METHODOLOGY

In this chapter, readers will find the author's method in this thesis. There are three main sub-chapters in this chapter, which are the types and sources of data used that containing primary and secondary data. Then in the next sub-chapter there are data collection techniques and finally, there are methods to analyse how the data is obtained. In general, this thesis is research with a descriptive case study type as like Yin stated that case study research is the examination of a case within a real-life, current context or setting (Yin, 2009). It aims to explain and provide regulatory options that can be used to address the problem of unemployment experienced by vocational school graduates in Indonesia, especially skill mismatch. The data collecting and information collection strategy for this thesis employs a qualitative approach method, with the author primarily using textual analysis and interviews.

Furthermore, this thesis also has a strategy for carrying out research, as a result, readers will find it simpler to recognise solutions to the issues raised by the author in the preceding chapter. First, the strategy stage that the author carries out is analysing data from previous research, at this stage there are strategies in the historical context and literature study. The second step is an interview done by the author in order to improve the quality of the data acquired. Lastly, the third strategy is to analyse using a comparison method with Turkey. Aside from the fact that the author studied in the same country, another factor is that Turkey is a developing country straddling two continents (Turkey has extensive regional links and collaboration with European emerging nations). With commonalities as developing nations and both countries being one of two in the Emerging 7 countries, It is hoped that the strategies or approaches utilised by Turkey to handle the unemployment problem may also be implemented in Indonesia.

1. RESEARCH APPROACH

In this thesis, the researcher used an in-depth qualitative technique that combines primary descriptive methods with comparison approaches, with a case study as the main focus. Quoted in several sources, the descriptive research method is research that focuses

on phenomena that occur which are used as research objects. The aim is not only to present but also to explain the data that has been analyzed in detail to ensure the validity of the research results so that their accuracy is proven.

More and more, qualitative in the comparative method is research carried out to see the differences and similarities of a phenomenon. However, in general, the comparative descriptive method is used in quantitative research because according to experts, by its nature the research will be compared at least two variables (Sugiyono, 2011). Here the researcher tries to present scientific work that has comprehensive results so that after obtaining the main data analysis, a comparative study is carried out with the same case but different conditions in other countries in how it is handled.

Overall, The descriptive case study given in this thesis, which employs a qualitative research technique, seeks to provide a complete look into the phenomena of vocational school graduates contributing to the greatest rate of unemployment each year. The study focuses on a group of persons who attended vocational high schools (SMK) and seeks to identify the elements that contributed to unemployment. The study aims to provide a thorough and in-depth knowledge of this event, including why the choice was made and how each participant responded with the circumstances. The study also looks at the obstacles that vocational school graduates experience while entering the job market. Finally, the study collects data using a variety of methods, including semi-structured interviews and document analysis; more information on data type and sources may be found in the following chapter.

2. DATA TYPES AND SOURCES

Based on the official page of the Indonesian National School Data (DAPODIK), there are a total of 14,441 vocational high schools (SMK) in Indonesia (state and private), the author took samples for primary data, which are interviews. There are 25 interviewees from five Aviation Vocational Schools in Indonesia, that are SMKN 29 Jakarta; SMKN 12 Bandung - State Aviation School Bandung; SPAN (SMK Penerbangan Angkasa Nasional-National Space Aviation Vocational School) Medan; Dharma Wirawan Juanda Aviation Vocational School and Banjarbaru Aviation Vocational School. Additionally, Secondary data from the Indonesian Statistics Agency, books, scientific journals, and past

studies on this topic are also used by the author to support this thesis.

The criteria for interviewees are all vocational high school graduates with expertise in aircraft mechanics or electricity with a graduation year between 2012-2023. The reason for the sampling technique from the five schools above is that apart from the author focusing on one field, aviation, another thing is that the five schools above can represent every island or rural and urban city in Indonesia. The information results can reinforce the research findings while also providing a picture of the current position in the Indonesian labour market.

3. DATA COLLECTION TECHNIQUES

Data may be collected in a variety of methods, including surveys, interviews, and observations. Statistical approaches, for example. Each technique has advantages and downsides, as previously above, the primary data came from the interview data collection technique. This technique is used because the author has the potential to get material that is rich and thorough but is also extremely exclusive or subjective and can also touch on sensitive issues while studying a topic, therefore solid information-gathering abilities are required.

More and more, there are three types of interview approaches described in Hamed Taherdoost's journal: structured, semi-structured, and unstructured, with the difference being in the questions asked. Structured interviews employ fairly methodical questions, whereas unstructured interviews do not. The author employed semi-structured interview approaches in this study.

The Semi-structured interview method is used to obtain in-depth information from the interviewee. The questions used are more open-ended so that the researcher may more specifically analyse replies from sources and clarify less detailed information. This interview session was conducted online, considering that the interviewees came from different cities in Indonesia, this was used for reasons of effectiveness and efficiency. The following are examples of basic questions as an initial benchmark for the interview session:

- 1) Why did you choose a vocational school over a regular high school?
- 2) Could you tell me more about this field (aviation)?
- 3) Have you determined what industry you want to work in after graduation?

- 4) How do you plan to achieve your dream?
- 5) If you want to continue your studies at a higher level once you graduate, please give the reason.

Here are some follow-up questions:

- 1) Is it easy to obtain work after graduating from school?
- 2) Have your goals or main goals changed after going to school?
- 3) When your dreams do not come true, are you dissatisfied that you attended a vocational school?
- 4) If you are not currently in higher education or working in the same sector as your school major, would you try working in the same or different industry as your school major?
- 5) What things prevent you from working in the same sector as your school major so that it suits your skills?
- 6) Does anything from your vocational school still apply to your current situation, even though your major at work or higher education differs from what you studied there?
- 7) What steps should vocational schools take to raise the bar on quality?
- 8) Is it correct that many of your school graduates want to work as soldiers or police officers? Is this due to the semi-military system adopted at vocational schools?
- 9) If this major does not suit you, why are you still in the industry with this skill?
- 10) What advice can you give the vocational school, if you work in the same industry as the school that offers your major, to increase the number of graduates who are hired for jobs requiring sequential skills?

The questions above may change according to the information provided by the interviewee in order to obtain more specific information. However, the topic asked is not far off from the context of the original question above.

4. DATA ANALYSIS METHODS

According to John Tukey, an American mathematician, there are various techniques for analyzing data to get the data interpreted correctly. It was then discovered that data analysis is generally divided into two types, quantitative and qualitative. According to

Michael Quinn Patton, qualitative analysis study is distinct since it necessitates the researcher's knowledge in order for the analysis to have high intellectual value.

Qualitative data analysis is an effective research strategy that includes a variety of methodologies such as content, narrative, and discourse analysis (Creswell, 2013). Discourse analysis is especially valuable since it enables researchers to grasp the social value of material and convey it understandably to readers. Using these methods, researchers can get more accurate conclusions and make more informed decisions. This can result in better outcomes and a more thorough comprehension of the research issue. As a result, qualitative data analysis is a crucial tool for academics seeking to make a good contribution to their profession.

Finally, the author used the Delve tool to reduce the complexity of the interview data, this tool is for organizing the data. In more general terms, this technique is used with data that is not processed. Nevertheless, to make it less difficult for the author to analyze the information gathered from personal interviews, the author elected to code each of the results of the narrated interviews. Coding in qualitative research significantly helps researchers in presenting information by assigning labels or codes to data points based on a common theme. This can be done traditionally but takes longer, employing this makes it incredibly simple to obtain systematic and useful data.

CHAPTER 3

DATA AND DISCUSSION

In this chapter, the author provides a general to thorough explanation of the data findings that were examined in an organized manner, allowing readers to readily comprehend the flow of unemployment development as the key study material along with answering the thesis's questions. There are five main sub-chapters, beginning with an essential overview of how Indonesia and various selected provinces, alongside institutions (schools from which the sources originate), are chosen as research objects, followed by a closer look at qualitative data as primary data. The discussion chapter comes next, bringing insights into relationships and patterns gathered from primary data and unemployment theory. Furthermore, a sub-chapter compares Turkey's unemployment-reduction system to those of other developing countries on two continents.

1. OVERVIEW OF INDONESIA

Indonesia is a country located between the continents of Asia and Australia. Apart from that, Indonesia's position is also flanked by two oceans, the Indian and the Pacific, which means that Indonesia's geographical position is important in the economic sector. In the population census data from the Indonesian Central Bureau of Statistics in 2022, the total population of Indonesia reached 275,773,774 people with the dominant population being on the island of Java or in Indonesian “Jawa” (figure 3) and urban areas (table 1). This is not without reason, constitutionally from 1964 to 2024 the DKI Province (Special Capital Region) Jakarta became the capital of the country which is located on the island of Java, spurring very significant economic development on the island of Java.

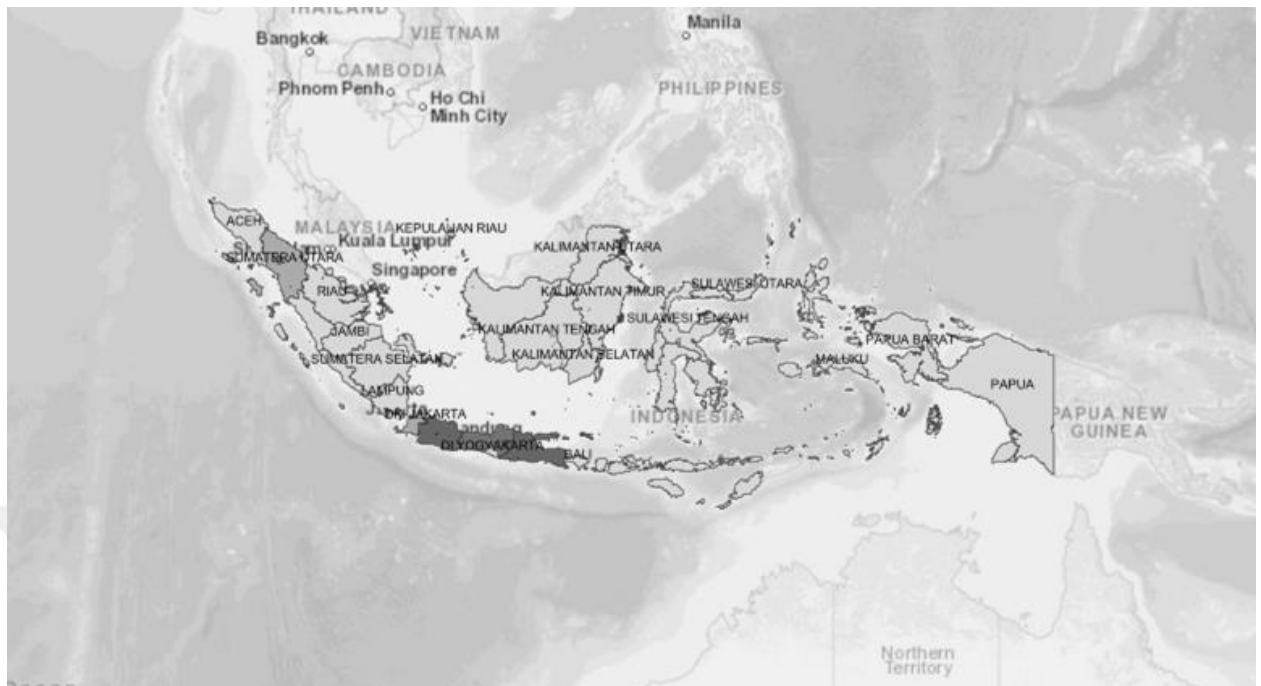


Figure 3. Total Population of Indonesia by Region.

Source: BPS-Statistics Indonesia

Even though the government has implemented a large-scale transmigration program to equalise economic growth in Indonesia, whilst with economic development in Indonesia up until now, many rural residents and people from the outer islands of Java have been choosing to migrate to Java and urban areas to get more diverse jobs and the hope of higher wages. Another factor why the island of Java is superior in the economic sector in Indonesia also cannot be separated from geographical and historical conditions during the Kingdom and Dutch East Indies eras.

Table 1. Total Population of Indonesia by Region, Urban/Rural Areas

Number of Indonesian Population in 2022			
Province	Urban	Rural	Total
ACEH	1832610	3575245	5407855
SUMATERA UTARA	8393580	6721626	15115206
SUMATERA BARAT	2733399	2907230	5640629
RIAU	2643317	3971067	6614384
JAMBI	1228433	2402703	3631136
SUMATERA SELATAN	3265793	5391215	8657008
BENGKULU	686450	1373642	2060092
LAMPUNG	3017621	6158925	9176546
KEPULAUAN BANGKA BELITUNG	861639	632982	1494621
KEPULAUAN RIAU	1897638	282182	2179820
DKI JAKARTA	10679951		10679951
JAWA BARAT	38266077	11139731	49405808
JAWA TENGAH	19143617	17888793	37032410
DI YOGYAKARTA	2749089	1012781	3761870
JAWA TIMUR	22601895	18548079	41149974
BANTEN	8873914	3378071	12251985
BALI	2952774	1462290	4415064
NUSA TENGGARA BARAT	2716725	2756946	5473671
NUSA TENGGARA TIMUR	1418213	4048072	5466285
KALIMANTAN BARAT	2018757	3522619	5541376
KALIMANTAN TENGAH	1156662	1584413	2741075
KALIMANTAN SELATAN	2026666	2155414	4182080
KALIMANTAN TIMUR	2647003	1212780	3859783
KALIMANTAN UTARA	461159	266596	727755
SULAWESI UTARA	1428874	1230669	2659543
SULAWESI TENGAH	966153	2099990	3066143
SULAWESI SELATAN	4113068	5112679	9225747
SULAWESI TENGGARA	1015067	1686594	2701661
GORONTALO	519094	673643	1192737
SULAWESI BARAT	312033	1146573	1458606
MALUKU	696344	1185383	1881727
MALUKU UTARA	359706	959632	1319338
PAPUA BARAT	506063	677244	1183307
PAPUA	1334364	3084217	4418581
TOTAL	155523750	120250024	275773774

Source: BPS-Statistics Indonesia

The history and geographical conditions of a region play an important role in the centralization of economic growth in Indonesia, large kingdoms such as the Majapahit Kingdom; Singasari Kingdom; and the ancient Mataram Kingdom were kingdoms centred on the island of Java. The size and strength of these kingdoms provide an indicator of good empowerment of natural and human resources. Additionally, the island of Java

cumulatively has active volcanoes which produce fertile soil, thus the island of Java is very rich with various kinds of food sources. This also made the colonial era government, including the Dutch East Indies government, make the island of Java not only the economic centre but also the centre of government (politics). Apart from attracting people to live on the island of Java, these things have significantly stimulated development in various fields on the island of Java and until now according to Indonesian statistical records, the island of Java contributes more than 50% of national economic growth.

Indonesia's population is increasing every year (figure 3) as previously mentioned, in 2022 the population has reached more than 275 million people and more than 50% of this number is dominated by the population of the island of Java. Furthermore, the total workforce or people aged over 15 years in 2023 according to the Ministry of Manpower's report is 146,621,786 people, with total unemployment recorded at 7,989,275 people. The highest unemployment rate is still held by Vocational High School (SMK) graduates with a percentage in 2022 of 9.42%, this is down from the previous year with 11.13%.

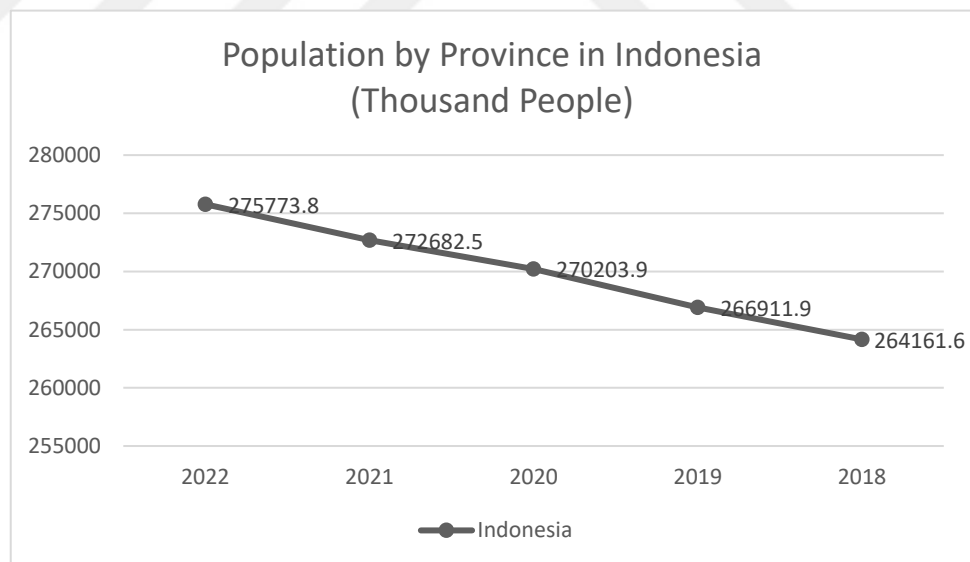


Figure 4. Population in Indonesia 2018-2022

Source: BPS-Statistics Indonesia

For specifications in presenting data and based on population density in Indonesia (figure 5), the author took five representations of vocational (aviation) schools located on various islands in Indonesia. These provinces are North Sumatra

(Medan); DKI Jakarta; West Java (Bandung); East Java (Sidoarjo) and South Kalimantan (Banjarbaru). Unemployment in each province ranges from 80 thousand to 2 million people (figure 6). Meanwhile, data on job vacancies in one of the employment services (Karirhub) in 2023 (figure 7) is in the range of 300 to less than 120,000 job vacancies. With this data, it can be seen that there is still very little availability of job vacancies in each region. If seen as a whole, the number of Indonesian workers who have not found work is almost 8 million people and the number of vacancies is only 200 thousand job quotas, there are still more than 7 million workers who need work. This figure is very temporary because job placements are not only domestic but also outside the country including Micro, Small and Medium Enterprises (MSME) entrepreneurs as well as jobs via online media.

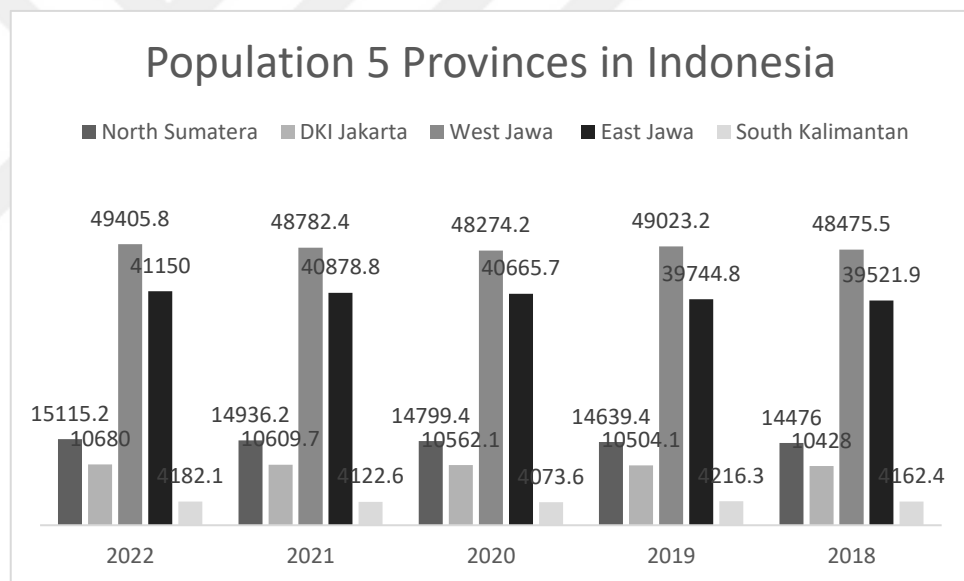


Figure 5. Population 5 Provinces in Indonesia 2018-2022

Source: BPS-Statistics Indonesia

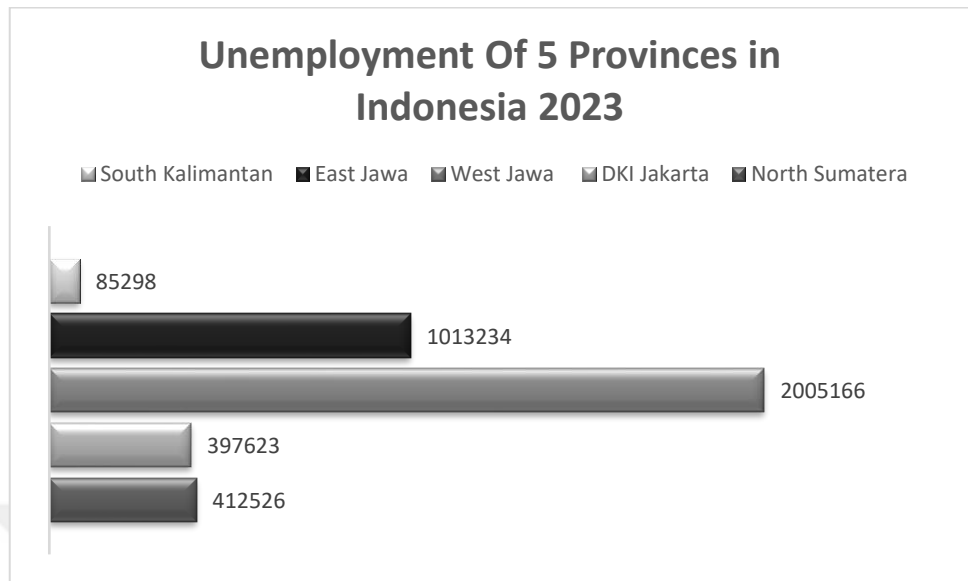


Figure 6. Unemployment of 5 Provinces in Indonesia 2023

Source: Center for Employment Data and Information Technology

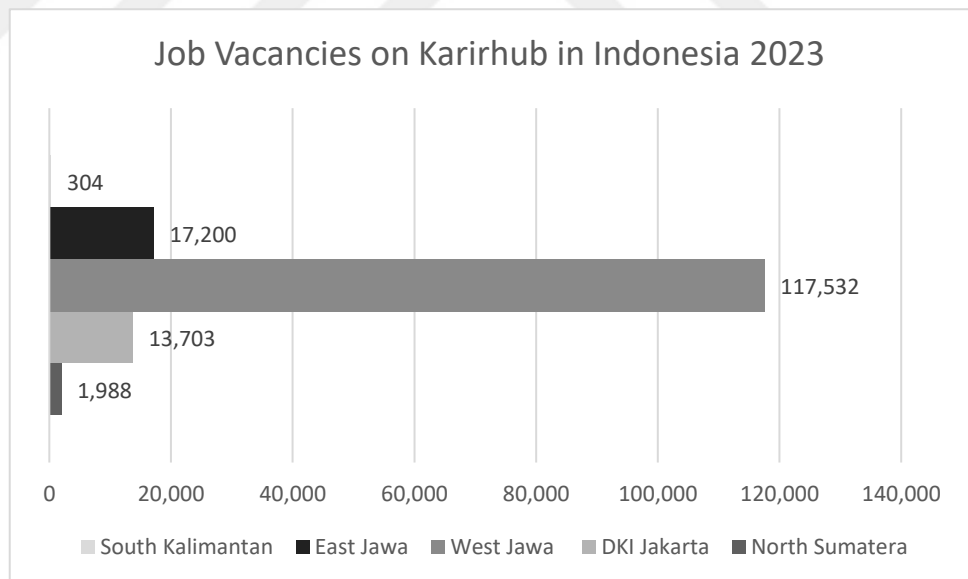


Figure 7. Job Vacancies on Karirhub in Indonesia 2023

Source: Center for Employment Data and Information Technology

2. BROAD OVERVIEW OF THE CITY/INSTITUTION RESEARCHED (THE INTERVIEWEE'S SCHOOL OF ORIGIN)

This sub-chapter provides an overview of the institutions chosen as research objects. Several topics are explored, including the history of the city, its geography, cause and effect, and the institution's contribution to the industrial world.

2.1 SMK Penerbangan Angkasa Nasional (SPAN) Medan

Medan is one of the metropolitan cities in Indonesia, located on the northern island of Sumatra with the fourth largest population with an area of 265.10 km² in 2023 almost 2.5 million people are living in Medan. Medan was previously known as Tanah Deli because the first location for land clearing was at that location. The figure behind this discovery was Guru Patimpus. Then around the 1900s or during the colonial era, the Dutch conducted soil research there, this soil was a type of clay which was then commercialized. This clay factory produces high-quality bricks, apart from that the Dutch also opened ready-made tobacco gardens which was another advantage of the natural resources in the city of Medan. Economic development continues hence Medan is not only the center of government but also the economic center of North Sumatra.

Moreover, if a region has positive economic growth every year, it will not only help improve the welfare of the people in that region but will also improve the national economy so that GDP increases. This is an indication of a good country or in other words, the country is successful in its development efforts. Under the theory of economic growth, there are three factors in a region experiencing significant economic growth and it cannot be denied that human resources are one of the factors which must also experience an increase in quality, one way to improve this quality is through education. Since the past, Medan has been the centre of international trade and industry on the island of Sumatra, being a link via land; sea and air. There is one of the large companies based in Medan is PT. Sriwijaya Air, this company operates in the aviation services sector. Apart from connecting the city of Medan nationally and internationally, Sriwijaya Air also contributes to empowering human resources.

As previously mentioned, one way to improve human quality is through education, then the geographical factor is that Indonesia is an archipelagic country with many deep areas that can only be reached by plane, resulting in accelerated economic equality.

Therefore, human resources who are experts in the field of aviation and aviation education institutions are also needed. There are official (state) and private schools with aviation majors in Medan, because this official school is not at the high school level (research focus), the author interviewed five graduates from the Medan Aviation Vocational High School (SPAN Medan).

SPAN Medan is the first high school vocational education institution in the city of Medan, founded in 2006, this institution has produced technicians; engineers; pilots and aviation workers spread throughout Indonesia. Teaching staff who are experts in the field of aviation as well as guidance from Indonesian military personnel actively help students graduate with strong provisions not only academically but also to form a personality with high discipline. Under a private foundation in collaboration with the TNI, SPAN has five branches in five cities, that are in Medan; Padang; Pangkalpinang; Batam and Pekanbaru also currently SPAN Medan is the best aviation vocational school in Medan with a large number of graduates absorbed by the world of work, especially aviation.

2.2 SMKN 29 Jakarta

Jakarta was the capital of Indonesia until 2024, then it will move to Kalimantan for economic equality, which is called Nusantara. History records that Jakarta in the 16th century became the center of international trade. One of the European nations who wanted to control this city was the Dutch. Under the rulers who occupied the area at that time, Jakarta had changed its name, before the Jayakarta Kingdom took over this area, Jakarta was called Sunda Kelapa. Then when the Dutch succeeded in occupying the city of Jakarta, the name of this city also changed to *Batavieren* or Batavia. More and more, The Dutch began to make Jakarta the centre of government thus there were many Dutch legacies such as the system; culture and infrastructure. Not only did the Dutch have ambitions to control Indonesia, nevertheless during the Second World War Japan wanted to occupy Indonesia and Jakarta also changed its name to Jakarta Tokubetsu Shi.

One of the legacies in the form of Dutch buildings used is the Jakarta 29 State Vocational High School (SMKN 29), this school was founded in 1954 in one of the hangars at Kemayoran Airfield. This airport was also a legacy of Dutch colonial-era infrastructure. In short, Kemayoran Airport was an international airport which was inaugurated in 1940 in the same year in August there was the first Airshow which was

the day when the King of the Netherlands celebrated his birthday, until finally it was closed due to increasing aircraft traffic, hence a new airport was opened to replace Kemayoran Airport, which now known as Soekarno-Hatta airport.

Similar to the airport which stopped operating, SMKN 29 Jakarta was also moved much earlier to a larger area yet still uses a Dutch heritage building in 1958, in 2006 the school completely renovated the building with a more modern appearance and this activity was also aimed at rejuvenation. SMKN 29 Jakarta is the only state vocational school in Jakarta which has aviation majors such as Airframe Powerplant; Electrical Avionics; Industrial Electronics Engineering (general); Refrigeration and Air Conditioning Engineering (general), the establishment of schools with this vocational specialization has great potential to be empowered.

This school is also a model for many vocational schools in other regions of Indonesia, especially aviation, one example is the learning module. Performance; facility; and there is no doubt about the graduates, with the extraordinary history of this school, the author conducted interviews with several graduates of SMKN 29 Jakarta who currently work in the world of aviation as technicians; engineers and also teachers. In closing, Tommy Suharto, the youngest son of Indonesia's second president, Soeharto, is an SMKN 29 graduate who is well-known among the Indonesian public. Even though he is not involved in aviation, he is a businessman and politician in Indonesia.

2.3 SMK NEGERI 12 Bandung

History records that the city of Bandung was formed in the 17th century, this city was not separated from the aim of the Dutch East Indies government at that time and to increase their mobility, a postal highway (*Groote Poshweg*) was built, led by the Governor of the Dutch East Indies, Marshal Herman Willem Daendels. Bandung also has many old buildings from the colonial era which are still in use today. The similarity of Bandung's climate to Europe was one of the factors that made this city very popular with Dutch people. Even though it was short because Bandung was close to Batavia (currently Jakarta), the colonial government moved the capital to this area thus that the city of Bandung developed rapidly in various sectors, especially infrastructure and tourism.

Bandung is full of history, in the economic and cultural fields, Bandung was a city that played a very important role in the World, Asia-Africa conference. The aim of

holding this conference was not only to increase cooperation but also to fight colonialism. Bandung was chosen as the host in 1955 because Bandung was one of the iconic cities in Indonesia which had a burning fighting spirit against the invaders. One of the events that illustrated the strength of the Bandung people was the Bandung Sea of Fire incident. Furthermore, Bandung has many historical places on its way to supporting the growth of human resources nationally. It was founded in 1920 and *de Technische Hoogeschool te Bandung* or what is now known as the Bandung Institute of Technology was the beginning of Engineering Education in Indonesia. The first president of Indonesia also received his education at this institution, for the national interest of nation-building, many of the tasks of studying abroad were carried out by academics hence that returning to Indonesia could make a real contribution.

Another institution is the aircraft factory PT. Dirgantara Indonesia (PTDI), whether like it or not, the Netherlands had once again influenced the development of the aircraft industry in Indonesia. For their needs, in 1930 local Indonesian wood was first used as material for assembling aeroplanes at Andir Airport (Husein Sastranegara Airport) and after that, the manufacture of aeroplanes by local engineers increased which could be used domestically and internationally. This industry continues to develop to this day and with awareness of domestic needs, human resources are needed who are interested in the world of aviation so that there is good regeneration in the world of aviation. Moreover, one of the efforts made by the government is to establish aviation vocational education institutions which, if you graduate, then ready to be employed. The education unit is SMKN 12 Bandung, this school is a school with a level equivalent to a general high school.

At the end of 1986, Bandung State Aviation School (SMKN 12 Bandung) was officially established, this school was the only institution founded based on discussions between three state institutions. By collaborating directly with PTDI and other aviation companies, SMKN 12 Bandung graduates are expected to be able to contribute to the world of aviation, especially in the field of aircraft maintenance and operators. There are seven skills programs at this school, different from SMK Negeri 29 Jakarta which has vocational fields outside of aviation, SMKN 12 Bandung is very focused on vocational aviation only. One of the advantages of this school is its collaboration with PT Telenetina

Sarana Teknik Utama to develop an aircraft technology expertise program by learning about unmanned aircraft (UAV) production. Based on the things above, the writer then interviewed graduates of SMKN 12 Bandung in the hope of getting good information for this thesis.

2.4 SMK Penerbangan Sidoarjo

Sidoarjo is a city that neighbours the capital of East Java, namely Surabaya. Even though they are neighbours, these two cities are quite different. From the population; infrastructure; Education; industry; and Health, Surabaya has advantages over Sidoarjo. Surabaya is the second largest metropolitan city in Indonesia after Jakarta and just like Jakarta, Surabaya has an international airport which is not in its own administrative area. Located in the border sub-district between Surabaya and Sidoarjo, Sedati, this is due to the land is wider and cheaper so it is more conducive, consequently, this location was chosen.

Although Surabaya and Sidoarjo have different city statuses today, during the Kingdom era, Sidoarjo was the centre of the Janggala Kingdom. This kingdom had fertile land and its economy relied on agricultural products and at that time Sidoarjo was still part of Surabaya. Then the Dutch came to Indonesia, and the colonial government separated Sidokare (Sidoarjo) into its own administrative city separate from Surabaya. Nevertheless, these two cities have in common maritime history and infrastructure, Sidoarjo has a port that supports its economy. While Surabaya, which is nicknamed the city of heroes, has a large Port and the name is Tanjung Perak the second busiest port in Indonesia. At the same time, Surabaya also has a naval base whose Headquarters is located in Sidoarjo.

Apart from having its own naval air base, this base is also located close to Juanda International Airport, which is the third busiest airport in Indonesia after Soekarno Hatta Jakarta and Ngurah Rai Bali. In 1986, the Dharma Wirawan Foundation, which is the official foundation of PEPABRI or the Association of Retired and Warakawuri TNI and POLRI established an aviation vocational school in this area to increase the need for aviation workers and members of the TNI-Polri. In short, this foundation was initiated by the first president of Indonesia, and intended for retired Indonesian soldiers and police to empower human resources in the economic sector; society; politics and culture. One proof

of this organization's great concern for society is the establishment of educational institutions, there are approximately 10 schools that have been established in East Java and the Sidoarjo Aviation Vocational School is one of them.

Sidoarjo Aviation Vocational School is a private school that offers aviation education for all groups, the facilities are supported directly by the Indonesian Navy as the closest unit to the school which is an added value in itself. The semi-military-based education system also provides special lessons for students to have high discipline and career options outside of aviation after graduation. This system stimulates graduates to adapt to the military system easily. The same as SMKN 12 Bandung, this school also only has a skills program in the field of aviation, that are Airframe Powerplant and Electronic Avionics. Currently, the school has LSP P-1 which is an institution that has the right to issue certification for use in the world of work. Today not only many graduates work in the aviation sector but also become part of the Indonesian army or others.

2.5 SMK Penerbangan Banjarbaru

In 2022, Banjarbaru will no longer just be a city in South Kalimantan, but its status has changed to become the capital of South Kalimantan, which was previously Banjarmasin. Even though Banjarbaru was a division area (1999), in 2021 the Human Development Index (HDI) or quality of life for the people of this city was recorded as the highest in South Kalimantan with a score of almost 80, which is the very high category. The city of Banjarbaru has experienced improvements in various sectors, yet it moves slowly, there is always development every year. This city is also a model city with a mix of traditional and modern life.

Before becoming the capital, Banjarbaru was chosen to establish an airport as an economic acceleration and of course a means of transportation between cities/islands. Syamsudin Noor Airport is the airport that will open to the international route in the future, previously being one with the Indonesian army's air base. It was not the Dutch but the Japanese who were the forerunners of expanding the airport in 1944 or before Indonesia proclaimed independence. However, it would not be the Netherlands if it did not leave a trace of infrastructure in Indonesia. A few years later NICA (Netherlands Indies Civil Administration) came to provoke the Indonesian people and also took over several important institutions including the airport.

Airports are an important state asset, thus after Indonesia gained international recognition for its independence. High-ranking officials in this region gave great thought to the development and expansion of airports, this continues to be done to this day and has become a National Strategic Project (PSN). This reason is also what makes society more open to the new world, now job opportunities are increasingly varied, not just being civil servants (PNS) or panning for diamonds and other traditional jobs, but working in the world of aviation is one option.

For this reason, in 2012 the first aviation school at the high school level was established in Banjarbaru. This school can be said to be the youngest compared to other Aviation Vocational Schools as the author's research object. Banjarbaru Aviation Vocational School is privately managed and this school really tries to not only provide affordable education for children on the island of Kalimantan but at the same time provide education for the community to be more open to various career possibilities.

3. INTERVIEWEE' GENERAL DESCRIPTION

In chapter three regarding research methods, it was stated that the researcher would take a sample of the unemployed group based on the individual's last education. In the Indonesian statistical report, there are several categories, which are individuals without education and elementary school (SD) graduates; Junior High School (SMP) graduates; General Senior High School graduates (SMA/SMU); Vocational High School (SMK) graduates; Diploma I/II/III graduates; and University graduates. At least in the past five years, the dominance of unemployment figures has been contributed by vocational school graduates. The various skills programs are quite diverse and for research specifications, the author chose the aviation profession.

As the years go by, this major is becoming more and more popular among the Indonesian people and vocational schools in the other regions (outside Java island) are starting to open aviation vocational schools in their cities because it has the potential to develop in the future. Aside from that, the very basic fact is that Indonesia is an archipelagic country, therefore many locations are still difficult to reach without the aid of an aeroplane. subsequently, professional workers in the aviation sector are expected to be in high demand in the future.

There are criteria that the author sets for the interviewees, such as the interviewee's

school must be in a big city on the island of Java and representatives outside Java; graduates who are still of working age to the new generation or newcomers who are involved in the world of aviation; and professions are now being performed in the industry of aviation or outside the discipline of aviation. Lastly, for the originality of the information obtained and to ensure that information extraction does not go beyond the boundaries of the research problem, the author conducted interviews with open-ended questions that were developed in accordance with the responses of the interviewees. Yet before that, the author also conveyed the invitation and aims to the interviewees formally and had the core questions stated in the previous chapter.

4. RESEARCH FINDING

Each individual's choice of school is very important for the continuation of life and career choices in the future. Therefore input is needed from the surrounding environment and consideration of factors thus students' perspectives are more mature in decision-making. In Indonesia, vocational schools are often underestimated because they are generally very popular among the lower middle class, with cheaper school fees and fairly easy entrance selection, this is because many schools use final junior high school scores or hold tests with formality status only or with an average value is enough (Mostly private school). Even though there are psychological tests that help determine the suitability of students for certain majors, the stigma of vocational schools having a lower class than general senior high schools, in general, is still very common. The author conducted interviews with 25 vocational school graduates in Indonesia from five cities who had various reasons for choosing vocational school over senior high school in general.

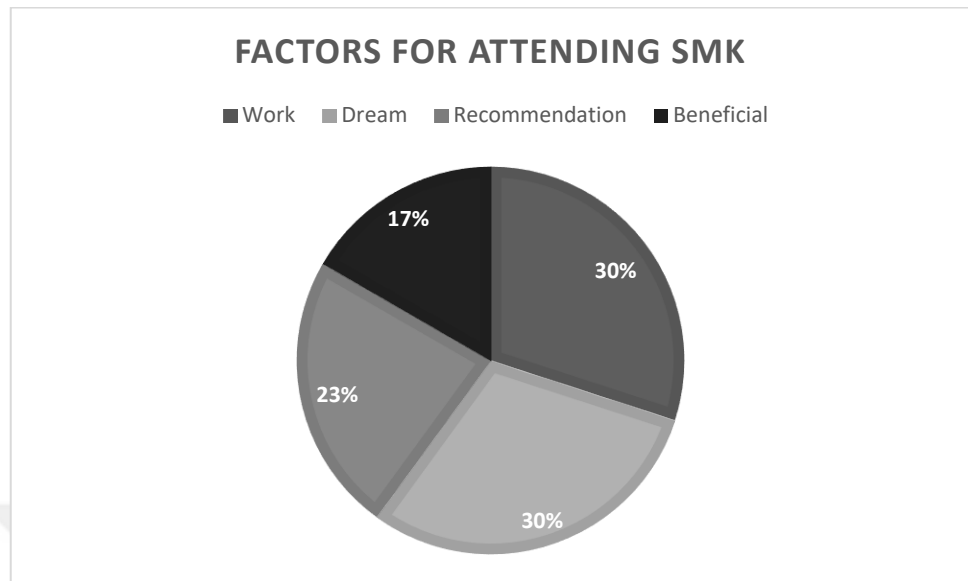


Figure 8. Reasons for Choosing a Vocational School from 5 Selected SMK in Indonesia

In Figure 8 above, there are several factors from the interviewees why they choose vocational schools. School choosers with a basic understanding understand that vocational schools have a faster career focus because the program provides more practical opportunities than theoretical ones. 30% of the interviewees chose to attend vocational school because they wanted to work quickly hence they could help their family's economy. Then, with the same percentage, many interviewees also have dreams they want to realise in the world of aviation. The next factor is having input from people closest to them or following in the footsteps of someone they know so that in determining their career in the future they can easily carry out industry consultations.

Additionally, other factors in attending vocational school compared to senior high school are due to preferring field-based learning rather than in the classroom. Besides that, some of the participants mentioned that the aviation industry offers higher wages than other industrial sectors. The educational system, in general aviation vocational schools, used a semi-military system that collaborated closely with the Indonesian army, therefore several interviewees were interested in this. Moreover, the costs are not high and the existence of scholarships is also another thing that attracts informants' interest in attending vocational school. Furthermore, there are several professions in the world of aviation which are also hobbies or entertainment for workers,

like being able to travel free from one city to another and even visiting other countries for free.

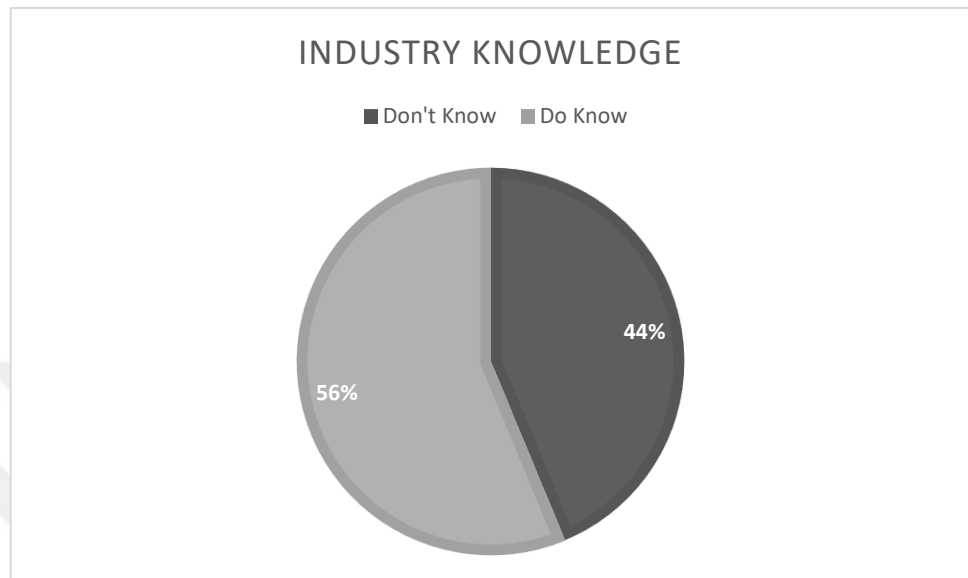


Figure 9. Interviewees' Knowledge About The World Of Aviation Before Choosing SMK

More than half of the informants were familiar with the world of aviation before deciding to study at an Aviation Vocational School, some studied it independently from offline and online media until it became a hobby or learned from relatives. The level of knowledge varies, some only know the profession they dream of, while those who know extensively about the world of aviation, such as various types of air transportation and education systems, as well as various professions and how they work in the aviation industry. Following that, despite their decision to specialize in vocational studies, up to 44% (figure 9) have little knowledge of the area of study. In general, this group decides to study at an Aviation Vocational School because it follows input from relatives who have worked in the world of aviation, so there is no personal awareness to study a skills program early and finally get to know the industry after receiving education.

Further, different cities have different perceptions of informants regarding the quality of education, the more mature an institution is, the more information students will get, both academic and non-academic. For instance, SMKN 29 Jakarta is the oldest institution, as a result, a lot of its curriculum is utilized as a model for other schools, especially institutions outside of Java. Furthermore, teaching resources are limited for areas outside

Java, especially Kalimantan, perhaps the quality is sufficient but not optimal so that one teaching staff has to handle several subjects which will then cause fatigue or errors in the teaching process. Some private schools struggle to give practical facilities to students, hence some institutions charge additional fees for those who want to practice directly at airlines, resulting in discrepancies in knowledge gained by students.

Even so, all institutions and teaching teams provide informative guidance when students experience difficulties in determining steps towards graduation. This information is in the form of additional private courses or psychologist guidance in choosing a career or field of further higher education. Institutions always actively try to collaborate with companies or institutions that have the potential to become a career path for students. One interviewee stated that the image of the school also greatly influences the company's assessment when establishing collaboration so individual behavioural education is very crucial here, it is also for the entire human resources of the institution. It is not uncommon for open requisition airlines to come directly to schools to carry out tests on all students, but it is not uncommon to benefit male students more than female students. This is because the employment level of vocational school graduates is more work in the field than in the office which requires high energy and mobility so companies often prefer male students to be given work opportunities.

After all, after receiving education for three years including professional fieldwork practice, there were criticisms and suggestions made by the interviewees so that job opportunities could increase both personally and institutionally. Criticism for Educational Institutions is quite diverse, as per below:

- 1) Theory and Practice are still less than optimal;
- 2) Schools only focus on quantity not quality;
- 3) There are so many students in one class that learning is less effective;
- 4) Vocational school curriculum is not comparable to SMA;
- 5) Teachers who do not master the material;
- 6) Job vacancies cannot absorb all graduates each year;
- 7) Gender and age discrimination for vocational school graduates;
- 8) Differences in treatment for high-achieving and non-achieving students;
- 9) Lack of formal career guidance; and

10) Higher costs to gain more experience and licenses.

The author also asked for advice or lessons that the informants could take while and after studying at vocational school, this was related to the experience of informants getting a job after graduating from vocational school. The following is input conveyed by interviewees from various professions:

- 1) The hours and variety of practices are more relevant to the world of work;
- 2) There is always an increasing collaboration between educational institutions and companies every year;
- 3) The quantity and quality of the teaching team must be increased;
- 4) Additional education time to be more efficient in licensing requirements;
- 5) Non-academic skills need to be considered for added value to students; and
- 6) There is a formal mental guidance program and career education.

5. DISCUSSION

In this subchapter, answers to the questions listed in the first chapter are presented and in total there are four questions. The first question in this thesis is about the main factors that cause unemployment among vocational school graduates and the second is the implementation of the regulation. The next is about the actor that needs to be responsible for the unemployment rate issue as well as the action that needs to be done in order to reduce the number of unemployed in Indonesia, especially for vocational graduates. It has been discussed in the theoretical basis chapter regarding various types of unemployment and mismatch in skills, here the writer analysed it with the primary data. Shortly, individuals will not choose to be unemployed for a long time, the decision must be made at least one year thus that they are not left behind in the very dynamic world of work.

5.1 Is Skill Mismatch The Biggest Factor Contributing To The Unemployment Rate of Vocational School Graduates?

Unemployment is mostly of the structural type for vocational schools but mostly schools that are not on the island of Java. This is due to the public is still in the early stages of starting to be educated in the development of new sectors, the shift from the

traditional sector to the service sector requires workers with special skills, but, unfortunately, the public mindset is still focused on jobs such as civil servants; doctor; nurse; police and so on. Especially in the aviation industry, many positions require a license, and workers must have this competency letter to work. The process and costs of obtaining this license are not easy and require quite a lot of money.

Then, educational or training institutions must also have their license before having this license. In contrast, the facilities and age of educational institutions outside Java are generally still new and according to regulations, education at vocational schools is only three years, which means they are not entitled to get this license. Hence, when the person graduates from vocational school, can she/he work without a license? The answer is yes, yet, most companies prefer prospective workers who already have a license to minimize additional training costs. As a result, the main goal of students entering vocational school after graduating is to immediately work in the field of aviation delayed and instead choose to continue their studies to a higher level to get a license first or change majors for those with sufficient economic conditions.

On the contrary, in numerous instances, vocational schools are filled by lower-middle-class individuals whose primary goal is to contribute to the family economy after they graduate. As a result, students who do not have the opportunity to continue their education will look for jobs that are available after graduation, the majority of which are not in the same sector as what they have studied, alternatively, return to the traditional sector. More and more, work in the aviation sector requires experience, as said by several sources who come from vocational schools on the island of Java, yet this is not possible for students who have just graduated. In the end, jobs will be taken by individuals who have higher education and from individuals who are more experienced in the field who are usually graduates from bigger cities, with like that condition the human resources in smaller cities are limited in developing their potential.

Furthermore, in recent years the world has experienced economic difficulties due to the pandemic, without exception Indonesia has also experienced this and this has caused cyclical unemployment. Interviewees who graduated during this period mostly chose to continue their studies to a higher level within or outside the same major, although there

were also those who decided to look for work for economic reasons. In this period the education culture also changed, most interviewees said that after they learned more about the world they were involved in, many graduates decided to continue their education rather than go straight to work. Apart from those who are not mentally ready, another reason is that they hope for a better career and salary than vocational school graduates.

Again, due to economic reasons and social environmental views, many interviewees chose to work in any sector as long as it was profitable, even if it did not suit their personal desires or the major they had studied, thereby reducing the occurrence of frictional unemployment. According to the author's observations, frictional unemployment generally occurs in individuals who want to work according to their passion. This type of unemployment for vocational schools is difficult to find even though it exists, for example, there are several sources who studied aviation but have an interest in other sectors, one of which is the world of psychology. They continue their education and even choose to continue to a higher level in the same sector, in this case, this is aviation sector. Work in the same sector because they are already involved in this sector and do not want to disappoint their families.

Technology; globalization; and collaboration are the main factors in skills mismatch, whatever type of skills mismatch it is, it certainly be related to these three things and there are several other factors such as the imbalance of information in training by educational institutions for students, especially schools located outside Java. The results of interviews with informants show that 24% (figure 10) chose a career in another field due to reasons of unsuitability; lack of job vacancies or gender discrimination.

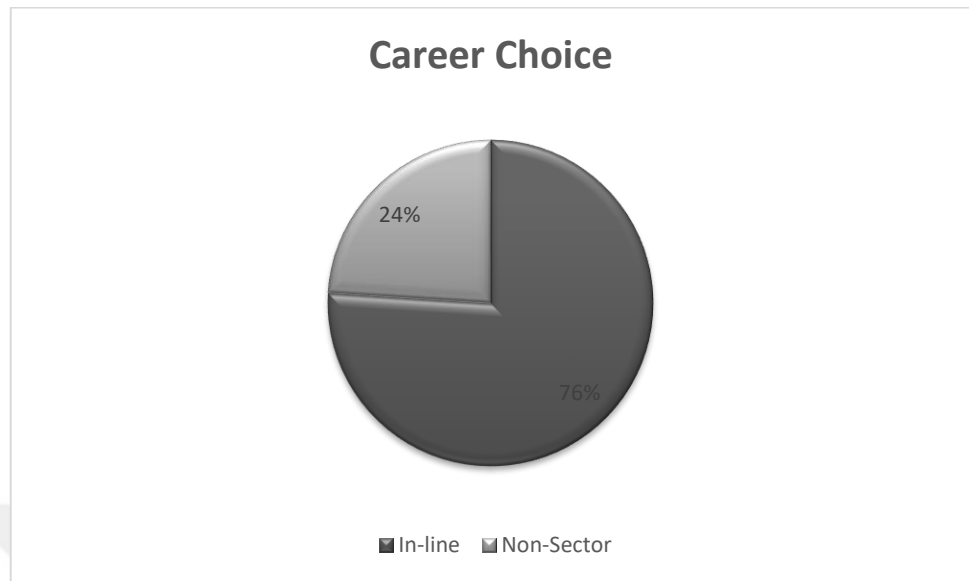


Figure 10. Interviewees' Career Choice

Horizontal mismatch types are more common than vertical mismatches in the results of this interview. For example, horizontal mismatch from one of the interviewees, Participant 18 from SMKN 29 Jakarta who chose to work as a Japanese language teacher. She said that there was no time for her to delay looking for a job that suited her skills or school major because of economic demands. Consequently, after graduating and having worked in the aviation world for about two years, she decided to look for a more flexible job. She looked for additional training provided by the government. This training is free of charge and is available almost throughout Indonesia, at Job Training Centers (BLK) which will then be discussed in more detail in the next sub-chapter.

Other types such as Skill Gap; Skill Shortage; Obsolescence Skill; and Over/under skilling can be found in this thesis result but specifically Skill Obsolescence was hard to find in this field and the interview results, this is because many job positions always update their abilities periodically (provided by the Company and are mandatory in general). Additionally, obsolescence in the technological context is not the changes are too significant thus workers are very familiar with these changes. Furthermore, based on primary data, the results vary depending on the city of origin of the school and the graduation period of the interviewees in regard to skill mismatch.

Based on information obtained from interviewees on the island of East Java, Sidoarjo city, the millennial generation, stated that the facilities received while attending school are not lacking and are evenly distributed for each student. Also, support from the Navy increases the complete quality of each student. However, the quantity is so large that if there is a skill mismatch here it is not because of the three main factors mentioned previously but rather because the individual does not want to develop to adapt to the skills needed in the world of work, especially in the field they have studied. Apart from that, many of them choose a career outside the world of aviation. This decision varies from a lack of job vacancies to not feeling passionate about this skill.

The resource person from South Kalimantan, Banjarbaru city who is from the Z generation stated that their school is not only new but also limited in several ways, such as human resources for both teachers and students; facilities and teaching materials that are appropriate or equivalent to schools on the island of Java. Psychologically, this makes children who graduate from vocational schools outside of Java have a lower level of self-confidence. Besides that, to avoid unemployment, many of them continue their education according to or not according to the skills they have received at vocational schools. This prevents the goal of vocational schools from being realized, which should provide individuals who are mentally and physically ready for the world of work after graduation.

This is different from vocational schools originating from the island of North Sumatra, the city of Medan, where all the speakers chose an aviation career regardless of their passion or just living life. Sources who conducted interviews with the author said that even though the school at that time was relatively new in the world of aviation, the students were very satisfied with the quality of education they received. One of the speakers said that although each student is given the option to carry out practical fieldwork at an airline company or an aviation company related directly according to their respective economic conditions, the school also provides scholarships to each individual who has academics above average hence this is a special motivation for students to improve their skills.

For the other two schools, which are state vocational schools in the cities of Jakarta and Bandung, the resource persons who studied there were very lucky because the

curriculum and facilities were adequate. Collaboration is also carried out by the school on an ongoing basis, the knowledge in this skill that the graduates obtain is undoubtedly better than vocational school graduates from other cities, especially private ones and outside Java. Yet that does not mean that all graduates can easily be accepted into the world of work and have a career in the same sector. In the end, skill mismatch always exists in every workforce, so there is awareness to improve one's quality; Collaboration between institutions and the creation of educational curricula are only external factors that are tried to reduce the unemployment rate. This unemployment problem must be suppressed in a comprehensive way which should start early in choosing a career to minimize the potential skill mismatch for each individual.

5.2 Have The Government's Programs To Overcome The Problem of Skill Mismatch Been Maximally Implemented?

Indonesia is a country of thousands of islands with a population of more than 270 million people. According to labour agency data, registered and available job vacancies cannot absorb the entire workforce, and therefore the government encourages the growth of Micro, Small, and Medium Enterprises (MSMEs) or Independent Workers (TKM) in the non-formal sector. People, in general, will be interested in jobs with little risk and old-age security programs, such as civil servants (civil servants; police; soldiers) or state-owned or private companies. Furthermore, since the pandemic, occupations have progressively shifted from traditional to digital, with careers in digital content and remote work becoming increasingly popular since working hours are flexible and salary is extremely attractive.

Regarding the skills mismatch, apart from encouraging the growth of MSMEs, the government is trying to overcome unemployment by continuing to improve the education and training curriculum. Nevertheless, this is also an issue of disagreement among the community mainly because modifications to the curriculum generate unpredictability, particularly among the teaching staff. As a developing country, Indonesia is still trying various ways to reduce the skills mismatch experienced by individuals in the world of work. One of the speakers who currently works as an entrepreneur in the MSME sector said that regardless of whether it is a vocational aviation

school, there should be a variety of courses that aren't merely a breeze but thoroughly in-depth to guarantee that each student has additional talents when they graduate and are unable to find a job in their primary field of expertise.

Then another resource person also said that the teaching team plays a very important role in the progress of students in mastering skills material. The team of educators is required to be given actual education for further development by the government free of charge which is expected to not only increase their quality but also become one of the foundations of the institute. It is also hoped that the prosperity of the teaching team will be given more attention because the task of a teacher is quite complex according to a result, the teacher's primary purpose is frequently neglected. As stated by the interviewee in general educational institutions focus more on the quantity of students who can be graduated rather than the quality of students who can be absorbed into the world of work. In other words, with prosperity being minimal or in some areas at quite a worrying level, the teacher team is targeted to not only be able to have a large number of students but apart from providing teaching materials, they are also charged with school administrative activities.

The variables listed above are not all that determine the quality of education provided by each educational institution; numerous more factors contribute to skill mismatch, which has the potential to raise horizontal and vertical unemployment. The Indonesian government is committed to reducing the unemployment rate. Its efforts are indeed visible, yet because this is very complex, it must be resolved comprehensively. Additionally, Indonesia faces multifaceted difficulties, including corruption, which is becoming increasingly uncontrollable, resulting in efforts by the government not being performed proportionately and effectively in all regions of the country.

5.3 Who Is Responsible For The Increase In Unemployment Rates For Vocational School Graduates?

Based on Republic of Indonesia government regulation (PP) number 33 of 2013 concerning expanding employment opportunities, it is stated that *"Unemployment is a national problem and is the responsibility of the Government, Regional Government and*

Community". This is in accordance with the theory outlined in chapter literature review of this research, holistic cooperation must be needed involving all levels from individuals to government. In recent years, the Indonesian government has always made efforts to change or update school curricula (in this discussion vocational schools) as a consequence of this, they are more up-to-date, particularly in their places of employment.

There are five aspects mentioned by Mr. Wikan Sakarinto as Director General of Vocational Education in the Indonesian, Ministry of Education and Culture Indonesia. First, all subjects must be vocational including mathematics also Indonesian (applied), then industrial work practice must be carried out for at least one semester or more and there must be project-based learning as well as entrepreneurship development for three semesters. Furthermore, students can choose subjects freely for three semesters according to their respective interests and the last aspect is the school must provide a community service program every semester.

If it is felt that there is not enough to improve skills, the Indonesian government also provides Job Training Centers (BLK) in each region (many places). In the Regulation of the Minister of Manpower and Transmigration of the Republic of Indonesia number 7 of 2012 concerning Cooperation in the Use of Job Training Centers by Private Sectors, it is stated that to optimize BLK, collaboration with third parties or the private sector is needed. BLK provides training in various fields, equipped with competency testing at the end of the training which has been verified by the Professional Certificate Institute. Recorded to the official website of the Ministry of Manpower of the Republic of Indonesia, there are 206 government institutions; 2319 private institutions and 23 partner job training institutions spread throughout Indonesia.

The interviewees also agree that it is important for schools to collaborate with government agencies and private companies in efforts to distribute the workforce, for schools that have a good image and generally have a longer operating life of the school will benefit more in this regard. These efforts must be carried out continuously so that they can reduce the unemployment rate every year. Unemployment normally always exists because of the rotation or change between the world of education and industry, Every educated individual will not allow themselves to be without activities for a given

duration, which means frictional and temporary unemployment for long periods is unavoidable owing to economic causes. Meanwhile, individuals who are newly graduated or previously employed may prevent structural unemployment.

5.4 What Steps Have Been and Will Be Taken To Reduce Structural Unemployment?

Unemployment does not only occur in developing countries, developed countries such as Luxembourg and Ireland also have unemployment with an average of five per cent in the last four years (Worldbank, 2024). The difference between unemployment in developed countries and developing countries is that in terms of economic structure, the automation factor has a big impact on developed countries, while developing countries are more concerned with the weak productivity of each individual, especially in the informal sector.

Following that, because emerging countries in general have a robust social security supply system and a competitive supply of labour security, cyclical unemployment is common because everyone seeks to get the job they desire with a high degree of flexibility. The contrast with developing countries is the lack of employment opportunities in the formal sector and limited social security. In this case, the government must intervene to implement comprehensive policies. This progress is frequently limited by the capacity of the state's budget and institutions, as well as the uneven distribution of economic and educational development, which worsens the complexity of the unemployment problem.

As written in the literature review' chapter about the theoretical basis, there are three types of unemployment, which are frictional, cyclical and structural. Structural unemployment is the only unemployment component that can be overcome independently of one another, which enhances personal quality in relation to skill mismatch. If we examine again how to overcome unemployment related to this mismatch, the Indonesian government has tried all the methods, such as educational reform and the addition of free certified training. However, in practice, there are still many people who have difficulty

finding work. The author analyzes that the lack of a culture of innovation and individual risk-taking are some of the factors that influence it.

The total of 25 interviewees that the author interviewed, only one was involved in the field of entrepreneurship and the rest made the decision to work in the formal field, where the risk of retirement insurance was covered over time by a program from the Company. Yet it is an obligation, however, this responsibility was not really noticed because the Company also provided bonuses on many occasions. It is not the same as pursuing a career in the field of business, which involves funds and mental strength as well as ongoing creativity, posing the danger of loss that not everyone is prepared to face. This culture and mindset of creating one's own opportunities has not been developed evenly and realistically in educational institutions for its graduates. In other words, graduates are given the understanding to only focus on the job skills that are available without preparing other plans. Individuals' anxieties about starting their own businesses are exacerbated by easy access to cash and bureaucracy, which is not always totally fair.

The pressing unemployment rate, especially for vocational school graduates, must be addressed in an inclusive, multifaceted and sustainable manner. The perception that vocational schools are still not the main choice must be thrown away because this can reduce the level of investment in vocational education institutions, indirectly this also will give a negative view of the work industry which does not fully believe in collaborating. The public's view of the lack of quality of vocational schools is very unfortunate in Indonesia, the government must take part in changing this by facilitating schools in the form of coaching and improving infrastructure. Apart from that, the learning process must be maximized in terms of vocational and other skills that are not half-knowledgeable, because vocational is a special sector whose industry is also limited, so educational institutions must have other training programs to reduce the possibility of unemployment among their graduates.

6. COMPARATIVE STUDY WITH TURKIYE'S SYSTEM

Numerous past findings from studies have mentioned how complicated the structure of the education system is particularly vocational high schools (SMK). In this sub-chapter the author compares the Indonesian and Turkish education systems, especially vocational schools, starting with a discussion of the historical educational background of the two countries, then how the education system works, including the curriculum used and the problems for vocational schools in each country.

Who doesn't know the Ottoman Empire, an empire that had great power in the 15th and 16th centuries with territories covering Southeastern Europe and the Middle East. Historical records state that the Ottoman Empire was one of the largest Islamic Empires that triumphed for 600 years, its education system focused on individuals who would work in the imperial administration and emphasized religious values. Other training courses were also provided for craftsmen and traders, but once again this was individual and the main focus of providing this training was for the needs of the empire so opportunities for other skills were very limited.

Changes then occurred when the country became the Republic of Turkey and a modern education system was implemented following world developments. These changes include a standardized centralized education system to be felt by all Turkish people equally, there is preschool education with ages 3-5 years then basic education starts around ages 6 to 14 years and secondary education ages 15-17 years in general (four years each from elementary school to high school) after that age group young people can take part in higher education. In Indonesia, there are 12 years of compulsory education, starting from elementary school (SD) with age groups starting from 6 years and elementary school taking 6 years, then continuing with junior high school (SMP) for three years and the last compulsory schooling is high school or vocational (SMA/K) for three years and then after graduating from school this level can continue to work or go to college.

Regarding vocational high schools, both countries have the same goal: that students are ready to enter the world of work after graduating from institution. The introduction of

Vocational Schools in Turkiye has been known since the modern Republic of Turkey was founded, Vocational Schools at that time were very important for the nation's development process. There are various majors provided such as Engineering majors; Health; business and many more, the curriculum concept used is also similar to Indonesia, such as more focused on practical training and real work experience rather than theory. This kind of approach is known as a dual education system, and its objective is to prepare students for the world job market by developing their comprehensive abilities. The practice is not just in school environments, but additionally in work environments, depending on their major.

In order to produce graduates who comprehend the demands of the industrial world, effective and long-term collaboration and partnerships need to be developed as well as the ability to adjust the school curriculum to the most recently filed demands of the labour market. The additional advantages of the dual education system include paid jobs, improved soft skills, increased motivation, and the ability to choose career criteria that align with the student's interests. In the journal "Vocational Education and Training System and Paradigm Shift in Turkiye" issued by the Ministry of National Education Turkiye, there are at least six types of vocational high schools with several programs including for students who have disabilities or special needs.

The type of school is Vocational and Technical Anatolian with three main programs; Vocational Training Center (VTC); Vocational Distance Education High School; Special Education Vocational High School for special hearing and physical needs; Special Education Vocational School with two programs; and Special Education Practice School. Then, outside of special school types, there are three main programs for three other types of schools, the Anatolian Vocational Program where 60% of school activities are not theoretical; the Anatolian Technical Program is 70% written with theoretical learning; and the last program is the VTC program which gets a certificate after grade 11 and this program only has 10% theoretical learning. In 2022 there will be more than 4000 vocational schools with more than two million students studying in Vocational High School. More and more, on the official page of the Republic of Turkiye Ministry of

National Education in 2023, a new and first vocational high school in Turkiye (Ankara) with expertise in the field of studying space and aviation technology was established.

In Indonesia, vocational high schools are only differentiated by the competencies they offer, and for their programs, each school has a percentage allocation for theoretical and practical learning. The most important thing in this case is that educators are able to deliver the curriculum that has been established, and students receive and master the theory and skills that are necessary. These two countries carry out continuous developments in their education systems which are adapted to the needs of each country's labor market. Nevertheless, in implementation, newly graduated students do not only compete locally; international developments that no longer determine national boundaries encourage individuals to be on the same level as individuals from any country, both developing and developed. In addition, with enhancement, each individual must compete with advancements in technology, and machines that have now replaced many traditional jobs.

The challenges of these two countries are more or less the same in dealing with the complexity of vocational high schools, especially in channelling graduates into the world of work. The difference is in the unemployment rate, vocational school graduates in Turkey are not the highest contributors to the unemployment rate which is at least in the last four years with 10 to 14%. The nation's highest unemployment rate was contributed by high school graduates, as shown in Figure 11. the section below. Furthermore, research is carried out year after year to discover what problems require being handled to guarantee people can deal with the quick changes in the job environment. Meanwhile, the curriculum is constantly striving to keep up with the demands of the labour market, yet the pace of change is not equivalent. The lack of flexibility in the institutional system makes this challenging. The following issue is the disparity in infrastructure and the quality of professional human resources used by vocational schools. The gaps in educational institution locations also influence the quality of the vocational high school, which determines whether it is popular among students and investors.

More deeply, the quality and regeneration of the teaching team has become a serious concern in Turkiye, inadequate training for the teaching team can affect student education

which will then add to the skills mismatch in the job market. Regeneration is necessary but not because wages are low; high workload and lack of administrative support then there are changes in the teaching team. If many teachers resign and are replaced for these reasons, it is feared that there will be inconsistency and continuity in the teaching process and again students will be negatively affected because of This. The final issue regarding teachers is qualifications and professional development according to the skills being taught so that what needs to be done to follow changing trends in the work industry is not only the curriculum but also the teaching team.

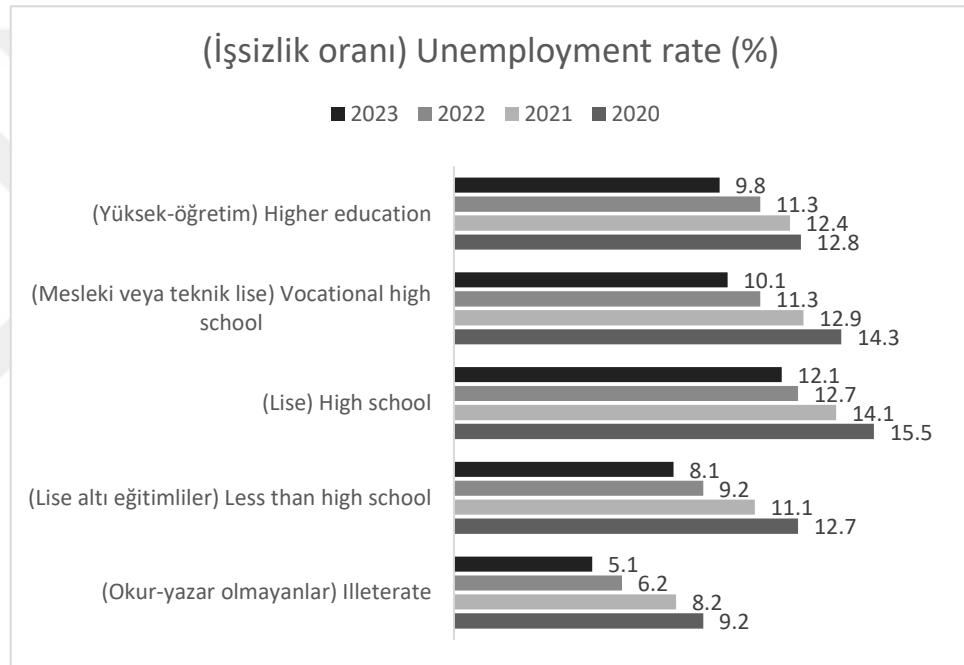


Figure 11. Unemployment rate (%) in Turkiye 2020-2023

Source: Turkish Statistical Institute

This is what makes the topic of vocational high schools particularly challenging; it necessitates collaboration from all stakeholders and constant changes to an innovative mindset. On top of that, spending does not just concentrate on infrastructure; teachers and students require it. Maintaining quality educators is the most important factor towards generating graduates who can compete in the job environment.

CONCLUSION

The World Bank predicts that Indonesia will have more than 8 million unemployed individuals by the end of 2022. The major issue is due to a mismatch between individual abilities and industry demands, which affects both individuals and enterprises. Indonesia's economic success is largely due to its strategic location and large-scale transmigration program, with Java constituting the majority of the population. The country's vocational high school graduates had the greatest jobless rate, at 9.42%. The country has a substantial number of employment openings and The lack of job possibilities is a major worry for the country's economy. In Indonesia, vocational schools are often underestimated due to their popularity among the lower middle class, offering cheaper fees and easy entrance selection. The stigma of vocational schools being lower class than general senior high schools persists. Nevertheless, Vocational schools offer practical opportunities and a faster career focus, the selection of attending vocational school because the dream that many interviewees have also they want to work quickly and contribute to their family's economy after graduation.

Based on the primary data, more than half of the informants were familiar with aviation before enrolling at an Aviation Vocational School, with some acquiring it on their own or from family. information varies, with some merely knowing about their dream occupation, while others have substantial information. varied cities have varied perspectives on education quality, with mature institutions giving more academic and non-academic information. Limited teaching resources outside of Java, as well as a small number of teachers, might lead to tiredness and blunders. Private schools struggle to provide practical facilities, resulting in student knowledge gaps. Which are the vocational challenges in Indonesia. Thus, they suggested that would be better if institutions guided students in navigating graduation steps, offering private courses and psychological support. Need to collaborate with companies to create career paths for students. School image and individual behavioural education are crucial.

Vocational schools in Indonesia confront structural unemployment, particularly those outside of Java Island, and the pandemic has also resulted in cyclical

unemployment. These types of schools frequently experience skill mismatches, such as horizontal and vertical mismatches. Technology, globalization, and collaboration all contribute to skill mismatches. Horizontal mismatches are more common than vertical mismatches, and skills such as skill gap, shortage, obsolescence, and over/under skilling are more difficult to locate in this profession; nonetheless, it varies by individual. Regarding the skills mismatch, apart from encouraging the growth of MSMEs, the government is trying to overcome unemployment by continuing to improve the education and training curriculum.

The responsibility for the unemployment rate is based on Republic of Indonesia government regulation (PP) number 33 of 2013 concerning expanding employment opportunities, it is stated that *"Unemployment is a national problem and is the responsibility of the Government, Regional Government and Community"*. Hence, the Indonesian government provides Job Training Centers (BLK) in each region (many places). In the Regulation of the Minister of Manpower and Transmigration of the Republic of Indonesia number 7 of 2012 concerning Cooperation in the Use of Job Training Centers by Private Sectors, it is stated that to optimize BLK, collaboration with third parties or the private sector is needed.

Structural unemployment is the only type of unemployment that may be solved autonomously, which improves personal quality in terms of skill mismatch. According to the author, some of the variables influencing it include a lack of an innovative culture and individual risk-taking. Only one of the author's 25 interviewees was active in entrepreneurship, while the rest chose to work in the formal area, where the risk of retirement insurance was covered over time by a company program. It is not the same as pursuing a career in business, which requires cash, mental fortitude, and continual inventiveness while also carrying the risk of loss, which not everyone is willing to face. The high unemployment rate, particularly among vocational school graduates, must be handled in an inclusive, multidimensional, and sustainable manner.

Numerous previous research findings have highlighted the complexity of the education system's structure, notably vocational high schools (SMK). The introduction of vocational schools in Turkey dates back to the establishment of the modern Republic of

Turkey; at the time, vocational schools were critical to the country's development. To generate graduates who understand the demands of the industrial world, effective and long-term collaboration and partnerships must be developed, as well as the ability to adapt the school curriculum to the most recent labour market demands. In Turkey, there is a system known as the dual education system, which allows students to have paid jobs, enhance soft skills, raise motivation, and choose career criteria that are relevant to their interests. In order to improve the quality of the school, educators are increasingly equipped to provide the defined curriculum, and pupils obtain and master the necessary concepts and skills. The lack of flexibility in the institutional system makes this difficult. The location of educational institutions also has an impact on the quality of vocational high schools, which decides whether they are popular among students and investors. More fundamentally, the quality and regeneration of the teaching team have become a major problem in Turkey; inadequate training for the teaching team can have an impact on student education, exacerbating the skills mismatch in the labour market. So, certifications and professional development based on the skills being taught are required, so that the curriculum and teaching team can keep up with changing trends in the workplace.

The study's findings indicate that the high contribution rate of vocational high school graduates in Indonesia cannot be attributable solely to unemployment induced by skill mismatch. According to the study, additional factors such as where the individual lives, the economy, the environment, the quality of teachers and schools, and many others all have a role in this high percentage. Although the authorities have been working hard to minimize unemployment by identifying and implementing reforms year after year, the uneven conditions on the ground imply that these efforts are not being maximized. Despite the efforts made, the execution of these improvements is complicated by Indonesia's enormous size and limited infrastructure and transportation options. The authorities encounter enormous obstacles when implementing reforms from the centre to the entire area. The uneven distribution of resources and opportunities across the country exacerbates this problem.

Addressing the issue of unemployment in Indonesia requires a more holistic strategy. The government should focus not just on lowering the unemployment rate, but also on establishing an environment that encourages the development of skills and knowledge in high demand in the job market. This can be accomplished by improving the quality of education and training programs, encouraging entrepreneurship, and fostering a positive corporate climate. These initiatives will help to ensure that vocational high school graduates and other job seekers have the essential skills and knowledge to succeed in the labour market.

The research topic of this thesis is limited, as it only covers one area of competence. However, it can draw parallels with past studies on the difficulties confronting the vocational world in Indonesia and Turkey. The thesis underlines the significance of ensuring that all key parties have access to reliable information and support before making curriculum changes. This step, if implemented, would ensure that the new regulations are both effective and functional. It means that all parties involved should receive equal distribution of information and assistance also this strategy would eliminate disparities in implementation and ensure that everyone is on the same page.

Based on literature findings, interviews, and comparisons with Turkey, numerous things can be done to successfully lower the unemployment rate of vocational high school graduates from three perspectives. Aside from developing a curriculum that is current and relevant to the needs of the labour market, the government must create written regulations for each establishment of an Educational Institution and Company, each of which has at least one Institution with which to collaborate for a minimum of three to four years. Then, expanding infrastructure support (free buses for students), professional training for teaching staff, and reduced school fees, particularly in state-owned schools, must be implemented on a regular and continual basis. In severe cases, the government can modify the vocational education system, such as in Turkey, by integrating the existing system. Vocational education can begin earlier in secondary school and last four years by balancing theory and practice in the subject, culminating in a professional degree after graduation.

Furthermore, corporations emphasize profit in the labour market or within their own businesses. Companies that engage with educational institutions not only get human resources to fulfil their needs, but they also save money on further training. The regeneration process will be simple to apply, improving competitiveness and driving each worker to produce more. It is critical to underline that these resources are designed for typical economic situations, not crises like pandemics.

It is beneficial for educational institutions and teaching teams to introduce something new to the community, but excessive promotion, a lack of school facilities, and a low level of teacher quality mean that students' knowledge is not optimal. This affects students' condition, not only in terms of abilities but also in terms of mental impact (not being prepared to enter the workforce and losing self-confidence). Schools must be well-managed so that any government aid can be maximized and dispersed efficiently. Aside from that, it decreases the instructor's burden that is unrelated to teaching materials, allowing the teacher to focus on the main purpose.

To raise the likelihood of success in one's work and lessen the possibility of unemployment, it is critical to cultivate positive habits. These behaviours include increasing self-awareness, participating in good activities, adopting a growth attitude, and having a backup plan. By focusing on these critical factors, the individual can position himself/herself for future professional success. Overall, the thesis finishes by emphasizing the necessity for additional research to broaden the scope of this study. The projected extension would result in more comprehensive and effective solutions to the problem.

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APPENDIX-A

INFORMED CONSENT

I, Nuurin Hafizha Sugian Nor, a student at the Faculty of Social Sciences majoring in Economics at Bandırma Onyedi Eylül University Türkiye and conducting research for the final assignment of the Master's degree program (Thesis) with the title “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Türkiye: Link and Match*”. The following is an overview of this research:

1. The benefit of this research is reducing vocational school graduates' unemployment by focusing on skills mismatch and comparison with Turkey.
2. Interviews are conducted to obtain primary data that will be used for scientific research.
3. The interviewee will answer different questions but still under the main theme, such as the five main questions.
4. Participation in this research is voluntary so that all answers given can provide information for this research
5. Interview time is approximately 30 minutes to 1 hour.

PARTICIPATION CONSENT STATEMENT

I hereby,

Full Name : D*****R N*R R*****I

Graduated from : Dharma Wirawan Juanda Aviation Vocational School

Year of Graduation : 2012

Last Education : Bachelor's degree (S-1)/ Mechanical Engineering

Job : Private sector employee

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Türkiye: Link*”

and Match". I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 1 is a diaspora living in Kuwait, her current job is as a private employee in Kuwait. The reason she chose to study at Aviation Vocational School at that time was her family's hope of finding out more about the world of aviation, even though none of her family had experience in that world. She had a little bit of knowledge about aviation before starting her education at the Aviation Vocational School. At the start of her education, She was quite optimistic about her future in the world of aviation, but after graduating she realized that it would be difficult.

Armed with good academic grades, she hoped to be able to work straight away after graduating but when she graduated, the airline company did not open vacancies or did not cooperate with the school yet. Consequently, she decided to continue her education again and her major was in aviation as well (diploma). She did this to achieve her dream of becoming an aircraft technician. She regrets that this dream requires a lot of money, especially for a license. She said that differences in the economic levels of each individual are a big obstacle. Another thing is that luck is also an inseparable factor.

Currently, even though she is working for a salary above Indonesian standards, her desire to achieve her dreams is still ignited. Before getting this job, she was still trying to continue her education in a more general field, which was mechanical engineering and she hoped could use her knowledge to achieve her dreams. However, time goes on and in Indonesia, there is an age limit for this job so like it or not she chooses to do whatever the job would be as far as earning money. Not only that, being a woman is also an obstacle for her to achieve this dream. Very often she experiences discrimination when applying for jobs as an aircraft technician or technician in other fields.

She believes that her time at school was crucial because of her expectation that the school would not only provide programs and education that focused on the vocational sector as well as focus on getting a particular job but also other guidance, such as guidance on students' potential after graduation. At this time many students are confused about

their future direction, looking for their identity and potential. In the end, she believes that a more mature person or teacher could direct it. The main idea of it is that institutions play an extraordinary role in this process which could then reduce the unemployment rate after graduation.

PARTICIPATION CONSENT STATEMENT

I hereby,

Full name : H*****O D*I C*****O
Graduated from : Dharma Wirawan Juanda Aviation Vocational School
Year of Graduation : 2012
Last education : Associate's degree(D-4)/Electrical Engineering
Job : Indonesian Army (TNI AD)

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 2 is a graduate of an aviation vocational school who is currently serving himself as a soldier in the Indonesian Army. He was very firm about his hopes after graduating from vocational school, he wanted to work straight away after graduating. According to him, working in the world of aviation requires a long process, so at that time he decided to pursue his dream of becoming a civil servant. He also explained that although in general, many people think that school and his current job are different, many things from school have helped him, such as the lessons and fieldwork practices or internships he received.

He said that the choice of aviation vocational school was due to the semi-military system implemented, this was related to his dream of becoming a civil servant. It was not difficult for him to adapt to the military world because he was used to the environment and system since attending vocational school. In general, aviation vocational schools in Indonesia apply this system and it is not uncommon for graduates from aviation, especially uniformed vocational schools or aviation schools, to choose to continue their careers as police or soldiers. Finally, he also said that whether or not it is difficult to find a job after graduating from vocational school depends on the individual, to what extent he can recognize himself and if he finds it difficult to realize his dreams, it is better to choose a job that can be done according to his abilities.

PARTICIPATION CONSENT STATEMENT

I hereby,

Full name : R***H M*****I

Graduated from : Dharma Wirawan Juanda Aviation Vocational School

Year of Graduation : 2012

Last education : Bachelor's degree (S-1)/Civic Education

Job : Teacher

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 3 is a teacher at a school in a big city in Indonesia. She dreamed of becoming a teacher since she was little. However, she chose to attend a vocational school that was not specifically related to her current profession. With the encouragement of her parents, she chose to go to vocational school at that time even though she did not fully

understand the specifics of her major. Then, during her journey to vocational school education, her dream changed, she wanted to work in the aviation sector because she thought that not only selected people could work in this sector but also the aviation field had more attractiveness than other sectors. She also hoped that when she graduated from vocational school, she could immediately start working, but this expectation later changed.

More and more, she added even after she got a job in the aviation sector, the demand to work outside the city made it difficult for her parents to let her go, in consequence, she decided to continue her childhood dream and continue school to achieve that dream. At last, she said that there were not many programs or education from vocational schools that could be applied to her new world. Nevertheless, she felt no disappointment, she thought that deciding to go to vocational school was not a mistake but rather a learning experience that she could later use as a benchmark when someone else asked for her opinion. She also said that she went through a process of getting to know herself better when she was in vocational school, she realized that the more she understood the world of aviation, the less suited she was to this world, one example of which was working under pressure.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : Y**N S***A I****I

Graduated from : Dharma Wirawan Juanda Aviation Vocational School

Year of Graduation : 2012

Last education : Diploma (Training)

Job : Aircraft Technician

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link*”

and Match". I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Starting by trying new things and easing the burden on his parents, Participant 4 hoped that after graduating from vocational school he could immediately start working. As time went by while studying at vocational school, He discovered his desire to work in the world of aviation, either as a technician or in other jobs that were definitely within the scope of the aviation sector. However, this dream is not easy to realize, he said that his struggle was real until he became an aircraft technician, which is his current job.

Furthermore, the job opportunities are very small, while vocational school graduates looking for work continue to increase every year, with thousands who register, only approximately 10 people reach the final stage to be able to work as aircraft technicians. It took him three tries and six months to be accepted into this industry. His acceptance into one of the private aviation companies in Indonesia did not mean he would work straight away. The company must provide training first with the aim of obtaining an aircraft maintenance license so that he or she is qualified as an aircraft maintenance personnel.

His lack of knowledge about the world of aviation at that time made it difficult for him to choose and sort out which companies had the potential for his career. The requirements set by the company are also considered difficult to fulfil as a vocational school graduate, such as having a license because it requires quite a lot of money and at least two years of experience in the same field. This requirement is very difficult to fulfil because as a vocational school graduate, the only work experience an individual has is fieldwork practice (internship) for one semester which is a school program at various airline companies and that is not enough.

He hopes that there will be cooperation between industry and institute as it hopes that it would be easier for students when they want to continue their education, especially in this field. Not only that but the fieldwork practice program is also expected to be further

improved in terms of time and variety thus the main objective of the Vocational School which is to prepare human resources ready to work is fulfilled in writing and practice.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : A****A V*****N B**U

Graduated from : Dharma Wirawan Juanda Aviation Vocational School

Year of Graduation : 2012

Last education : Bachelor's degree (S-1)/ English Literature

Job : Entrepreneur

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 5 is a businesswoman in the culinary and crafts sector. Her current job is not directly related to the world of aviation and there is a feeling of disappointment regarding her choice to study at a vocational school. At that time, the decision she made was more or less because of her older brother, who had studied at the same school. She did not have adequate knowledge of the aviation world. While studying at a vocational school, her dreams developed up until she graduated she wanted to continue his education in the world of aviation again. It was a shame that this did not materialize which then made her look for other options.

She wanted to continue her education at a higher level, apart from the world of aviation, she is quite confident and likes the world of languages, especially English. She said that the lack of guidance before graduating from vocational school at that time made

her have to find a way to open up opportunities for herself in the future. She believes that vocational schools are very focused on one profession and this means that students, especially female students, do not have the same opportunities as male students. Learning programs that can be added to improve the quality and opportunities of work as a worker or employer would be a good idea, such as entrepreneurship at every grade level, then language skills that need to be improved and learning other services such as flight attendants.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : A***F R****N
Graduated from : Banjarbaru Aviation Vocational School
Year of Graduation : 2020
Last education : Associate's degree (D-3)/Aeronautical Engineering
Job : Internship

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 6, Gen Z who has just graduated from high school, becoming a pilot was his childhood dream, which made him choose to study at Aviation Vocational School. Participant 6's knowledge about the world of aviation was obtained from offline media such as magazines and mostly from online media or social media. He said that during his vocational school education, there was a change in his desire to work in another field, still in the same sector but in a different profession, that is aircraft technician. This was said because of the lessons and programs he received during vocational school in this

direction, coupled with the internship program he carried out during vocational school, which was at an MRO or company that specialised in the maintenance, repair and operation of aircraft, he became increasingly interested in achieving this dream.

For this reason, Participant 6 chose to continue his studies at a higher level regarding aircraft maintenance techniques. In order to increase his potential he chose it so he could work in the world of aviation as a technician. There are many things he learned from Vocational School that help him to what he is currently doing, which is becoming an intern at an airline company in Indonesia. He added there are several things are hoped to be added to the program and education at Vocational Schools, such as the existence of dormitory facilities for students which are supported by character building and curriculum improvement hence that Vocational School graduates could become individuals whose qualities are almost perfect for the world of work physically, mentally and of course as well as the academic.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : A***D N*****N J****L

Graduated from : Banjarbaru Aviation Vocational School

Year of Graduation : 2023

Last education : Banjarbaru Aviation Vocational School

Job : Student

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 7 has just completed his vocational school education in 2023, currently, he is continuing his education in the same major as a vocational school. He started to like aviation because of the influence of his family who worked in the same sector. Participant 7 aspires to become a technician, which according to the regulations is required to have a license, he already knew this information before receiving vocational school education. Based on this knowledge, after graduating from vocational school, he had no intention of going straight to work. The earlier awareness makes him very focused on his goals and it is easier for him to choose the most effective method to pick. He said that there was a lot of material at vocational school that he could use in his current study process.

Even though he has no interest in looking for work after graduating from vocational school, there are several things he hopes for from school as he approaches graduation. For example, include guidance programs and aptitude tests. This program makes it easier for each individual to choose what is most suitable for him or her, whether that individual is more inclined to work directly or has the potential to continue their education within or outside the world of aviation. Thus, institutions not only provide theoretical and practical education but also provide mental or psychological support as well for the vocational school's graduates.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : M*****D Z**I I*****I
Graduated from : Banjarbaru Aviation Vocational School
Year of Graduation : 2022
Last education : Banjarbaru Aviation Vocational School
Job : Student

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 8 is a student at a private university in Indonesia, He has made clear his desire to work in the field of aviation. He specifically chose to study at Vocational School at that time for reasons of ambition. Before receiving education at Vocational School, his knowledge of the world of aviation was only limited to the pilot profession. When his graduation approached, he realized that it would be difficult to work straight away in the world of aviation if he was only a vocational school graduate. There were several options to choose and he decided to continue studying in the same major to make it easier to get a job in the future.

It is said that this decision was taken due to input from the school and suggestions regarding which universities to choose and which companies to potentially choose to apply for the jobs. He added that for him, the school encouraged him to go to university because applying for a better job demands a license as well as a degree. He received excellent assistance from the school, which made it rather straightforward for him to make a decision. Matching the choice of university major with what he received at the vocational school, made it easier for Participant 8 to quickly adapt, deepen and understand this field.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : A****A P****I

Graduated from : Banjarbaru Aviation Vocational School

Year of Graduation : 2022

Last education : Banjarbaru Aviation Vocational School

Job : Student

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 9 is a student majoring in law at one of the state universities in Indonesia. The massive development in South Kalimantan, Indonesia, especially in the city of Banjarbaru, where she comes from, made her family advise her to go to Aviation Vocational School because of the job prospects that are expected to be needed in the next few years. She did not know the world of aviation before attending school but she said she followed her family's advice because she preferred a school that had more practice than theory. Apart from that, she also challenged herself to become a person who is ready to work after graduating from vocational school.

Additionally, she stated that before her graduation, her expectations had not come true because she was not yet ready to work directly, yet the choice of going to vocational school did not disappoint her. This is felt due to there being programs and education that can be implemented afterwards in her pursuit adventure. The school, especially the teaching team, provides a lot of outreaches regarding their career choices and job vacancy information was also provided regularly. In the end, what she got at vocational school and what she is doing now, even though it is very different, made her quite grateful because it provided provisions and learning that were not in vain.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : I*****L F***H

Graduated from : Banjarbaru Aviation Vocational School

Year of Graduation : 2023

Last education : Banjarbaru Aviation Vocational School

Job : Student

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

In 2023, Participant 10 has just finished his studies at an aviation vocational school, he realizes that getting a job in the world of aviation is not easy, especially if you are just a vocational school graduate. Currently, he is continuing his studies in aviation which he hopes will help him in the future to enter a more mature industrial world. Participant 10 has been interested in the world of aviation since junior high school, this is the basis for him to attend the vocational school he wants. Despite the fact that he initially pointed out that his goals were shifting, it was crystal clear that he intended to work in the aviation industry, regardless of the professional path.

To establish which profession he wanted to pursue, Participant 10 continued his studies at a higher level. He added that, academically and non-academically, he felt that what he learned at Vocational School was very helpful to him at this stage. Nevertheless, quality and variety must be added to this in order for many vocational school graduates to survive in higher education schools which generally use a semi-military system. That

must require mentally and physically strong also academically. He grieved that several of his peers were unable to continue due to their inability to endure the pressure.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : G*****G R*****N

Graduated from : SMKN 12 BANDUNG

Year of Graduation : 2012

Last education : Bachelor's degree (S-1)/Aeronautical Engineering

Job : Aircraft Technician

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 11, who now works as an aircraft technician, said that his expectation before entering vocational school was to work after graduating. He also received this support from his family, despite the fact that his first ambition of finding a job soon after graduating from vocational school was not met, he was lucky enough to get to continue his education at university which was fully funded by his parents. He felt that his knowledge must be improved to work as an aircraft technician, although the theoretical lessons were taught at a vocational school, he felt it was still inadequate. This is stated due to not all the instructors fully mastering the lesson being taught and sometimes there were errors in how they teach the curriculum. He added that perseverance is also needed in the process of achieving this goal.

Towards his graduation, he didn't get much from the school regarding information about university majors or aviation companies that he could potentially apply for unless there was an initiative from the students themselves to ask the teaching team or the school about this. He hoped that there would be socialization about this so that students would not be confused or become more confident because of the input from adults who understand the world of work and college better. Participant 11 continued his statement that vocational school time is a moment when students must be given guidance, not just given material for studying. Finally, he said that what he got at the previous vocational school because it was in the same field as his university major, helped him a lot in the learning process and he was very grateful for that.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : R*O P*****A P****A W

Graduated from :SMKN 12 BANDUNG

Year of Graduation : 2012

Last education :Bachelor's degree (S-1)/Aeronautical Engineering

Job : Aircraft Technician

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Becoming a pilot is one of the popular dreams in Indonesia, as well as Participant 12, is one of the children who wants to make that dream come true. Since he was young, he has loved the world of aviation, especially the pilot profession. As time went by, he began to learn about the world of aviation including things like having the opportunity to

travel from one city to another and earning a higher income than other professions. Until the time came when he found advertisements for vocational schools in various print and electronic media and in the hope of being able to work straight away, he finally decided to continue with vocational school.

Participant 12 can be said to be quite lucky because the hopes and opportunities he dreamed of when he entered vocational school later came true, like having an offered job in the world of aviation after graduating. However, his parents suggested and provided full material and non-material support for him to continue his studies, this is expected to enable Participant 12 to go further in the aviation world. He said, that although his interest in the aviation world was very great, there were changes in his desires and a little disappointment when he received his education at a vocational school. This is because the variety of material obtained at vocational schools is not as large as that of high schools in general.

Now Participant 12 has worked professionally as an aircraft technician and he hopes that he could get several things that should be available at vocational school, such as non-academic guidance, including soft-skill and intelligence skills, in order to ensure the students are not overly strict about their choices for the future. He added that the school's image also often influences institutional and company collaboration, so this needs to be improved by schools in order to achieve good collaboration. Lastly, practical programs such as planning, manufacturing and assembling aircraft or related things are really needed for the goal of helping the students comprehend more than basically theory.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : A*N S*****A

Graduated from :SMKN 12 BANDUNG

Year of Graduation : 2012

Last education :Bachelor's degree (S-1)/Mechanical Engineering

Job : Cabin Product Designer

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Just like most individuals who hope to work after graduating from vocational school, likewise does Aan who now works as a product designer at a vocational private company in Indonesia. He said that his choice to go to vocational school was enough experience to be used as a lesson. The hope of working immediately after graduating collapsed when he entered his second year of vocational school, he clearly remembers that at that time he was carrying out a practical fieldwork program. He added that he could still try to get a job after graduating, yet the level of work was not promising enough for his career development in the future.

Even though he feels a little trapped by this condition, he can still express gratitude because compared to other engineering majors, the aviation sector is more promising for entering the world of work. In other words, because this sector is specific or special, the company is also easy for job seekers to identify as a prospective place to work thus when you graduate from this major there is added value, including being able to reduce competition to get a job. In general, Participant 13 got to know the world of aviation in a comprehensive academic and non-academic way, starting when he was studying at a vocational school. With the facts that had been gathered, he decided to continue his education to a higher level.

The lessons at vocational school may not help much, but they are still sufficient to help him in the further education process. He hopes that a variety of subjects related to the world of aviation can be added so that when they graduate, students can fully master the theoretical and practical material. Finally, to maximize employee absorption in the world of work, career or secondary school guidance should not only be in the form of

information but also in the form of real guidance such as learning various tests or tips and tricks for conducting interviews.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : M*****D Z***A

Graduated from : SMKN 12 BANDUNG

Year of Graduation : 2019

Last education : SMKN 12 BANDUNG

Job : Aircraft Sheet Metal Technician/Student

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 14 is a student majoring in Industrial Engineering and a professional in the field of aircraft engineering, especially sheet metal. His childhood dream was to become a teacher, he had not yet discovered specifically what field he wanted to study until he finally discovered the world of aviation. He considers that the world of aviation has the opportunity to get work more easily compared to other fields because of its special field. Notwithstanding that he is currently working in the world of aviation, he still wants to realize his childhood dreams, therefore he is taking another higher education to fulfil the qualifications for the teaching profession.

In the midst of the onslaught of the pandemic and among hundreds of vocational school graduates from his school, Participant 14 was lucky enough to be able to work straight after graduating from a vocational school. He said that there were many lessons

at the vocational school that he could use while working and the school was also quite informative in conveying job vacancies to its students. However, there are several things that are hoped to be improved, such as the lack of a balanced and ideal portion of practical work with the real world of work. This is aimed at students so that when students enter the world of work they are not shocked physically and psychologically.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name	: A*****O
Graduated from	:SMKN 12 BANDUNG
Year of Graduation	: 2012
Last education	:Bachelor's degree (S-1)/Industrial Engineering
Job	:Aircraft Mechanical Assembler

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 15 never thought about going to vocational aviation school and exploring the world of it, starting by listing his choices at several state vocational schools and in the end he was accepted to study at an Aviation Vocational School where he did not know anything about the field. From this point, he began to slowly get to know the aviation world. He said that his dreams changed when he received a vocational education, he wanted to work in the aviation industry. Nevertheless, there was a time gap to get a job after graduating from vocational school and Participant 15 managed to work in the world of aviation.

Programs and education at vocational schools play an important role for him because from theory and practice until the information on job opportunities and relationships helps him a lot in getting a job. Nonetheless, there is no harm in adding or balancing vocational and general knowledge at school, this is really needed in the work world and students who have just graduated can also minimize this gap. He also hopes that the increase in practical time could be increased, he believes this could really help vocational school students to be well stimulated before entering the real world of work.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : D***A L*****A
Graduated from :SMKN 29 Jakarta
Year of Graduation : 2012
Last education : Bachelor's degree (S-1)/Aeronautical Engineering
Job :Engineer Services - Avionics Specialist

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Starting from her childhood interest in the world of engineering, this woman, who now works as an engineer in the field of avionics for Airbus-type aircraft, anchored her choice in an aviation engineering vocational school. She still clearly remembers that before junior high school graduation, there was information on her school’s bulletin board about the national school choices. The engineering sector was synonymous with men's work and at that time the school's image was also not good made her parents oppose her choice, yet Participant 16 felt confident that she was capable of accomplishing her

dreams. Her curiosity, interest and desire to help her family financially, which was wanting to work after graduating, made her determination firm and strong for this matter.

Participant 16 said that studying at a vocational school made her very productive, even though she only got to know the world of aviation after entering vocational school, she realized that her instinct in choosing that school was not wrong. Approaching her vocational school graduation, Participant 16 was hit by a dilemma because the school had tried to ensure that many of its graduates were absorbed into the world of work, but not women. Many well-known aviation companies in Indonesia came to the school to recruit, whilst the company openly stated that it did not accept women to be employed as aircraft technicians at that time. This did not make her discouraged and turn to other fields. With the same choice of major, Participant 16 tried to continue her education at the university level in the hope that a higher degree would give her the opportunity to work in the aviation sector.

At the end of her school year, she realised that the opportunity to work after graduating from vocational high school was very difficult, regardless of individual quality was classified as extremely good in both academic and non-academic and the school's efforts had been as optimal as possible, in terms of quantity, vocational school graduates throughout Indonesia were not commensurate with the companies that provided employment opportunities. This also causes her colleagues to choose to continue their education in other fields or work in other sectors as long as it is profitable. In closing, Participant 16 believes that her parents prevented her from working toward engineering because the field was more advantageous for males than for women in terms of physical strength.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : S***I A***G S****A

Graduated from :SMKN 29 Jakarta

Year of Graduation : 2012

Last education : Bachelor's degree (S-1)/Aeronautical Engineering

Job : Aircraft Engineer

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 17 has been interested in the world of machining since childhood and the narrative of getting a job after graduating as well as with a priority focus on vocational school, like more practice than theory made him choose to go to vocational school. He said that he got to know the world of aviation quite quickly before entering vocational school, it was his older sister who introduced him through offline media, such as magazines in the 2000s. However, there is some dissatisfaction due to the fact that off-target vocational schools did not make Participant 17 leave this field and it is proven that Participant 17 currently works as an aircraft engineer at one of the largest private aviation companies in Indonesia.

Becoming an aircraft engineer requires a license so even though there are many job vacancies after graduating, the best option is not to work straight away but to continue the education at a place that provides a license. Participant 17 also added that according to the regulations of the Directorate General of Civil Aviation Indonesia, the minimum age for a license holder is 19 years old, therefore the time needed to complete vocational school education ought to equal four years because the average vocational school graduate is 18 years old. In other words, the first three years of school could be used for theory and practice, then the last year could be used for full internship in airline companies. Apart from having more mature individual qualities, vocational schools are also expected to have the power to grant licenses to vocational school graduates.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : D**I L*****I

Graduated from :SMKN 29 Jakarta

Year of Graduation : 2012

Last education : Vocational School

Job : Private Tutor

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 18, an amazing woman who fought for her education with her financial funds, wanted to work straight away after graduating from school, so she did not have many other choices except to go to a vocational school, she said. Starting from the input of the counselling teacher at her junior high school, Participant 18's choice then landed a vocational aviation school. This choice was also based on her liking for the world of engineering, especially electricity. Her hope of working after graduating did come true, whilst not in the aviation sector and she carried out this search process independently. She did not express any disappointment and she was very grateful for the process of her education at Vocational School. She learned many new things and her level of productivity also increased greatly during vocational school.

Now she works as a private Japanese language teacher, this ability she obtained through a training agency provided by the government. She has expressed her love for this since she was a child and becoming a teacher is also the right choice for her now because she can divide her time easily between work and looking after her parents. She

added that if there was something she could hope for when attending vocational school, it would be that the school's focus on each student should not only be in favour of those who have academic or non-academic abilities that are above average, it should be that the development of each individual is programmed and evenly distributed.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : R***A S*****H
Graduated from : SMKN 29 Jakarta
Year of Graduation : 2013
Last education : Bachelor's degree (S-1)/Aeronautical Engineering
Job : Operational Staff

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Given that Participant 19 has hopes of becoming a psychologist, due to input from her junior high school teacher and her parents, she finally decided to attend an aviation vocational school. She underwent an education process in the aviation sector up to the university level and now works professionally as an operational staff at a private company in Indonesia. It can be said that what Participant 19 expected was not in accordance with what she received formally. Still, Participant 19 had the spirit of never giving up on continuing her education until she finished in the best position.

There are several things she hopes about vocational schools, such as that the on-the-job training time could be extended because it can provide more experience input for

students who want to work straight away after graduating. Then she also added that effectiveness must also be improved, this is related to the quantity in one class which should not be filled with too many students. Apart from that, on many occasions, she felt that some of the teaching team only focused on the number of vocational school graduates, not the quality. On the other hand, the school was also quite informative and tried to provide job vacancies, like establishing collaborations with companies in various fields and the rest of the students were given the freedom to choose and asked personally to the teaching team for potential careers or further study suggestions.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : M*****D R***Y F*****H

Graduated from :SMKN 29 Jakarta

Year of Graduation : 2020

Last education : Vocational School

Job : Aircraft Technician

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

With recommendations from an elder sibling and a passion for the automotive industry, this Gen Z youngster chose to attend an aviation vocational school. His theoretical knowledge of the world of aviation was more or less attainable before he received a vocational school education, yet he still did not understand what he would work as after graduating. He stated bluntly that after learning more about the aviation world, he aspired to realize his dream of becoming an aircraft technician. However, he

felt a little disappointed when he was approaching graduation because it turned out that he needed a license to be able to achieve his dream. Participant 20 realized that he had to put in more effort to achieve his dream, so for two years Participant 20 tried his luck in another sector in the hope that there would be an airline company that accepted vocational school graduates with more work experience and he was lucky enough to get it.

Currently, he still wants to continue his studies at a higher level of formal education because he has experienced that career opportunities will be wider if he has a higher education. This also made him a little regretful immediately after graduating from vocational high school because his graduation coincided with the pandemic, he did not obtain much information about higher education institutions or job vacancies, which made it rather difficult to get a job. Even though academically what he got really helped him in today's world of work, things related to practical fieldwork when he was at school should have been a better system hence it prevented any misunderstandings for students.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : N*****A S*****I
Graduated from : SPAN Vocational Aviation School Medan
Year of Graduation : 2013
Last education : Bachelor's degree (S-1)/Aeronautical Engineering
Job : Aircraft Technician

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Vocational schools, especially aviation, are synonymous with the semi-military system, quite a few students are interested and then choose to study there. Participant 21 is also one of them, she chose to study vocationally for this reason, coupled with the many scholarships offered and it is stated that after graduating from vocational school, she could immediately work. In practice, students who excel in academics might receive scholarships, yet not many students could work straight away after graduating. There were many job vacancies offered by schools, but students had to go through a long selection process to be employed. She got her knowledge about the aviation world from her family, her dream also changed according to her level of knowledge about aviation.

She regretted that this education was quite expensive, she said this was because getting work experience in various aviation companies had not been fully facilitated from school. Depending on the student, the better the student's economic level, the more he or she will get real work experience in an airline company. Participant 21 was lucky enough because in six semesters she was able to experience practical fieldwork five times, whilst she felt this was unfair to those who were economically disadvantaged. She also added that this was also because the school age was still relatively young, thus the school was still in the development stage. Participant 21 went on to say that identifying your long-term goal before selecting a school is critical to ensure that students do not become lost when graduation approaches.

Even though she felt her hopes were dashed after experiencing failure when graduating from vocational school because aviation companies did not accept women to become aircraft technicians. She tried to improve her quality by continuing to study aviation engineering at the university level and getting a license. Now with pride and confidence, Participant 21 has finally succeeded in achieving her dream of working as an aircraft technician. Further from that, this shows that women can also work in the field of engineering, specifically aviation engineering.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : Y***I O***A

Graduated from : SPAN Vocational Aviation School Medan

Year of Graduation : 2013

Last education : Bachelor's degree (S-1)/Aeronautical Engineering

Job : Aircraft Technician

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Her great curiosity about the world of aviation, along with the fact that this sector is somewhat unique from other majors, made Participant 22 choose to study at a vocational school and the main goal is definitely to work after graduating. Participant 22 said that the teaching team from the school also really supports this decision. In particular, There are tutors who provide independent assistance to students who desire in-depth guidance on courses typically examined for job assessments. Apart from that, the school is also quite informative in providing further education alternatives for those who are interested.

Participant 22 tried to achieve her dream by trying to apply with several airline companies, unfortunately, because she was only a vocational school graduate, she could not get this opportunity. Her devotion to pursuing her dream never diminished, she then continued her engineering studies at the university level in order to obtain a license and increase her theoretical and practical knowledge which she considered to be lacking in vocational school. With that effort, Participant 22 now works as an aircraft technician at

one of the large aviation companies in Indonesia. She said that basically, vocational school graduates could go straight to work if the school's practical facilities were improved and teachers had to be truly competent in delivering the material so that students' knowledge could be more comprehensive in quality.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : N*****N S*****E
Graduated from : SPAN Vocational Aviation School Medan
Year of Graduation : 2013
Last education : Non-Diploma Basic Aircraft Maintenance (Training)
Job : Aircraft Technician

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Since elementary school, Participant 23 has been interested in the world of aviation. Starting from getting to know offline to online media, which at that time still had limited access to going, he added also he went to areas near the airport to just enjoy the view of the activities carried out before the plane took off. When he entered junior high school, he became more confident in pursuing an aviation career and his goal was very clear, which was to become an aircraft technician.

There is no doubt that his goal in entering a vocational school was also to get straight to work and sure enough, with very early self-knowledge, after graduating from vocational school he was accepted to work at an aviation company. Participant 23 is quite

clever in managing the balance between what he wants and needs, apart from achieving his dream he can also help his family financially. He humbly said that his acceptance of work after graduating from vocational school was the result of discipline in studying, when the opportunity arose, he would maximize it.

He added that he felt that the quality of the teaching team and the theory as well as practice gained at vocational school were sufficient to help him in his current job, again each individual might develop it to the maximum or not. Even so, he hopes that practical facilities can be improved in terms of quality and variety, this is to provide more real teaching materials for students, not just 2D images. Finally, at this point in time, students might feel more motivated if they receive formal or informal assistance or supervision.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : A***A S*****A

Graduated from : SPAN Vocational Aviation School Medan

Year of Graduation : 2012

Last education : Bachelor's degree (S-1)/Mechanical Engineering

Job : Administration Staff

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Participant 24, a woman who always tries her best in every aspect of her life, received advice from her parents, especially her father because he worked in the same field to continue her education at a vocational school, especially aviation, even though

she had to be brave enough to bury her childhood dream of becoming a psychologist. Nevertheless, she had no interest in aviation and had zero knowledge of this field before entering vocational school, she believed that she remained optimistic that she would get good results in the future. She said that her vocational school years were quite dynamic, sometimes she felt that she was not suited to this vocational world, yet her mindset and attitude were more mature than her friends her age and her high ability to understand made her not want to waste her school years.

She added that she was quite satisfied with the quality of her school's education and the school was also very informative in providing references to job vacancies and higher education schools along with possible majors. While it could be improved, there is nothing wrong with practical facilities and psychological support which must also be considered, so that students receive comprehensive support, academic and non-academic. Lastly, even though the job she is currently doing is different from what she dreamed of, she enjoys her job as an administrative staff at one of the largest private aviation companies in Indonesia.

PARTICIPATION CONSENT STATEMENT

I hereby:

Full name : R*Y A*****H P*****A S*****R
Graduated from : SPAN Vocational Aviation School Medan
Year of Graduation : 2013
Last education : Non-Diploma/Flying School
Job : Airline Pilot (First Officer)

Declare that I agree to participate as an informant in research entitled “*Never-Ending Unemployment Issues In Indonesia and Comparative Study with Turkiye: Link and Match*”. I participated in this interview voluntarily and without coercion and all the information I provided was allowed to be used in this research.

INTERVIEW RESULT

Becoming a pilot has been his dream since childhood. At a relatively young age, Participant 25 really understands how to increase his self-worth so that he becomes a pilot who understands his job thoroughly in the future. He still remembers it very clearly, before graduating from junior high school, he found information about the increasing need for pilots until 2015, this strengthened his determination to choose a school that could expand his knowledge thus he could achieve his dream, which was choosing to study at Aviation Vocational School. He could feel that what he had gained from vocational school was not fully applicable, at least half of the experience and knowledge in this sector had been understood thus it was not difficult for him to adapt to secondary school.

It cannot be denied that there were moments when Participant 25 felt hesitant about either continuing his dream or focusing on the vocational scope of his high school at that time. He said that this aviation vocational school was not completely relevant to his dream. Therefore, to help ease students' future choices, it is hoped that institutions could provide career guidance programs that are intensive, not just informative. Then now The number of companies accepting vocational school graduates is gradually declining, rather than just focusing on one field, it is better to have other options regarding the vocational material taught so that students have several choices for their jobs after graduating. Finally, Participant 25 believes that the quality of vocational schools should be comparable to high schools in general because many feel that vocational school graduates are less able to compete to enter A-level universities, unlike high schools which have a wider scope.

